DOCUMENT RESUME

ED 079 892 EC 052 270

AUTHOR	Sylves, David, Ed.; Sprickman, Alice, Ed.
TITLE	Sesame and You--A Teacher's Helper.
INSTITUTION	State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[73]
NOTE	100p.; A Guide to Accompany a Videotape package of Twenty Sesame Street Minishows
AVAILABLE FROM	State University of New York, Special Education Instructional Materials Center, Buffalo, New York 14222
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Aurally Handicapped; *Deaf; Early Childhood Education; *Educational Television; *Exceptional Child Education; Guidelines; Instructional Media; Material Development; Primary Grades; Televised Instruction; *Video Tape Recordings
IDENTIFIERS	*Sesame Street

ABSTRACT

The guide for teachers of preschool and primary age deaf children is intended to accompany a videotape package of 20 Sesame Street minishows which consist of program segments chosen by teachers of the deaf. Listed for each minishow are the length, number of segments, general description, and captions. Listed for each segment is a detailed description, general objectives, specific objectives, uses, necessary pre-teaching, and related activities. Examples of concepts taught are order, classification, relationship, counting, and letter recognition. Appended are a list of related activities for problem solving, an index to the segments appropriate for specific instructional objectives, and the lesson plan of a demonstration class tape (also included in the package). (See EC 052 272 for related information). (DB)

FILMED FROM BEST AVAILABLE COPY

ED 079892

SESAME & YOU

A Teacher's Helper

E205270

ED 079892

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SESAME AND YOU

– A TEACHER'S HELPER

A Guide to Accompany a
Videotape package of
Twenty Sesame Street Minishows

Edited by David Sylves, Project Coordinator
and Alice Sprickman, Project Associate

Faculty of Professional Studies
Research and Development Complex
State University College at Buffalo
Buffalo New York

Financed through a Federal Grant under
Public Law 89–313

in cooperation with
St. Mary's School for the Deaf

TABLE OF CONTENTS

	Page
Introduction	1
Mini Show #1	5
Mini Show #2	10
Mini Show #3	13
Mini Show #4	17
Mini Show #4a	18
Mini Show #5	22
Mini Show #6	25
Mini Show #7	28
Mini Show #8	32
Mini Show #9	36
Mini Show #10	39
Mini Show #11	43
Mini Show #12	47
Mini Show #13	50
Mini Show #14	54
Mini Show #15	57
Mini Show #16	61
Mini Show #17	66
Mini Show #18	70
Mini Show #18a	71
Mini Show #19	75
Mini Show #20	
Appendix A (Problem Solving Activities)	
Appendix B (Objectives Grid)	
Appendix C (Demonstration Class)	

INTRODUCTION

Sesame Street is fun to watch. In addition, children can learn while viewing the show. Let's take advantage of both facts.

This educational package, which includes the twenty-one video tapes as well as this guide, is predicated on those two concepts. While developing the package, the project participants also kept in mind the following:

1. This package in no way supplants any curriculum. It was, however, designed to supplement any curriculum.
2. Multiple educational objectives for each segment were selected by teachers of the deaf to indicate reasons why that segment might be employed. That many of the segments might be viewed by the same students on several different occasions for several different purposes cannot be over-emphasized.

   Because of their motivational qualities the segments on the Mini Shows are useful for introducing material and to focus attention. Because of their brevity, the segments and/or the Mini Shows can be repeatedly viewed for drill and reinforcement. Because of their intrinsic interest, they can successfully be used as a culminating activity or for review.

   In addition to these purposes, one must also remember that often the same segment might be used for social studies, and for math, and for reading, and for language, etc.
3. Even though the Mini Shows were designed to help children attain specific educational objectives, the children should be allowed to watch the Mini Shows just for enjoyment. We believe we have an obligation to help children enjoy school; besides, the serendipity is worthwhile.

GUIDE FOR USING THIS MANUAL

1. When you have planned what you are to teach your students, refer to Appendix B near the end of this manual. In it, objectives are listed with the identification of each of the segments which might be used for the attainment of that objective. (e.g., (5,3) identifies Mini Show 5, Segment 3).
2. After noting which objectives in the manual are similar to those desired for your class, refer to the appropriate Mini Show(s) in this manual. Each Mini Show article contains a brief description of the Mini Show, its length, and a list of captions which it contains. Then for each of its segments there is a description, a list of objectives, possible uses, necessary Pre-teaching, and a list of Related Activities and Materials.

   It should be realized that these are but guides and suggestions. Undoubtedly you can think of many more innovative uses, activities, and materials related to each of the segments. In fact, your comments in reference to additions or modifications to this manual are requested.

3. As an example how one teacher used some Sesame Street segments, refer to Appendix C in this manual and to the accompanying video tape.
4. For those teachers who would like to include fingerspelling in their curriculum, two Mini Shows 4a and 18a, have fingerspelling modifications included.

It bears repeating that these segments were selected by teachers of the deaf and that this manual was generated as a result of a workshop involving the following teachers:

NAME	SCHOOL
Miss Phyllis Bergstrasser	Rochester
Miss Eileen Connally	Lexington
Sr. Katherine Costello	St. Francis
Mr. George Eddington	Lexington
Miss Joan Harlow	St. Joseph
Mrs. Laurie Holcomb	Rochester
Miss Arlene Kadish	White Plains
Mrs. Hannah Manshel	White Plains
Miss Marlene Miller	Mill Neck
Mrs. Susan Reilly	St. Francis
Mrs. Karen Singer	St. Joseph
Miss Penny Socher	Lexington
Miss Judy Spring	St. Mary's
Mrs. Margaret Stahl	Cleary
Miss Virginia Weber	Mill Neck
Mrs. Nancy Wolf	St. Mary's

SESAME STREET MINI SHOW #1

Length - 15:15 Number of Segments - 4

General Description - Includes letters segment, classification exercise, problem solving (Buddy and Jim) segment and an environmental film "Wheels".

Captions - exist in Segment 1: Wanda the Witch, west, Washington, Wednesday, well, washtub, wheel, wind, wig, worm, walrus, water.

SEGMENT 1

Description - This segment is introduced by Gordon, Bob and a child in the kitchen of Gordon's home. Bob folds a one dollar bill into the shape of a letter "W". This is followed by a captioned cartoon "Wanda the Witch", and a commercial given by Kermit the frog on "W" during which the Cookie Monster transforms the W into other letters. Wanda the Witch is then repeated, and a very brief captioned cartoon is included before the second commercial by Kermit in which the styrofoam W is animated.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a set of symbols, either all letters or all numbers, the child knows whether those symbols are used in reading or in counting.

Given a printed letter the child can select the identical letter from a set of printed letters.

Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.

Given a printed letter the child can provide the verbal label.

Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

Given a spoken letter the child can select a set of pictures or objects beginning with that letter.

For sustaining consonants, given the printed letter, the child can produce that letters corresponding sound.

Uses -

Speech - "W"
Language - words beginning with "W"
Elementary writing - "W"
Reading readiness
Primary reading

Necessary Pre-teaching

pre-school - introduce letter W

primary - introduce vocabulary or a selection from the vocabulary to the children in accordance to their reading level.

Related Activities -

1. Use newspapers and magazines and have the children find words beginning with the letter "W".
2. Let the children make letter "W's" out of many different material. Some suggestions are clay, pipe cleaners, yarn toothpicks, wire, string, straws, paint, cut from paper, on pegboards.
3. Older children can make whole words beginning with"W".
4. Using a blindfold, let the children feel cut out letters and distinguish "W" from other letters.

SEGMENT 2

Description - Susan is in yard with 2 children and introduces a discrimination game in which the children are to select the "different" item from a group of 3 and explain why it is different. The sets are;

1) kittens
2) dolls
3) sneakers

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills.

Specific Objectives -

Given at least 2 objects that define the basis of grouping, the child can select an additional object that "goes with them" on the basis of detail.

Uses -

Useful as a reinforcement or review exercise.

Necessary Pre-teaching -

Have the children in matching and discriminating activities so that they understand "same" and "different".

Related Activities -

Use as many classroom objects as you can find to continue the same idea:

1. 2 blackboard erasers - 1 pencil eraser
2. 2 yellow pencils - 1 pen (or 1 red pencil)
3. 2 rulers - 1 yardstick

SEGMENT 3

Description - In a humorous problem solving skit, Buddy and Jim attempt to fit large and small pairs of shoes into large and small shoe boxes.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given 2 or more pairs of objects, the child can group the pairs approximately.

Given objects and containers of different sizes, the child can make appropriate correspondence.

Given a situation the child can infer probable consequent events.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete or efficient.

Uses -

This segment may be used as a teaching device towards acquiring strategies for problem solving for preschool children (ages 3-6).

Necessary Pre-teaching -

1. Develop the concept of "pair". Teach the word "pair" receptively and expressively.
2. Develop the concept of "big", "small", "too big", "too small".

Related Activities -

In order to make this segment meaningful, the children should become involved in solving the problem themselves, using large and small shoes and shoe boxes. Other activities:

1. Fit crayons and pencils into appropriate boxes.
2. Use graded blocks or cylinders such as represented by the Montessori equipment.
3. Discriminate appropriate pairs of shoes, mittens, socks, etc.
4. See Appendix A

SEGMENT 4

Description - Gordon and a child are sitting on the front steps talking about a wagon. The camera focuses in on a wheel as an introduction to the film "Wheels". The camera searches out wheels in many forms, gears inside a clock, the potter's wheel as well as wheels as they have existed in transportation forms throughout history.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, and about the way man explores and exploits the natural world.

Specific Objectives

The child can identify wheels in man-made objects.

The child can recognize wheels regardless of size or specific use.

The child can identify different modes of transportation.

Uses -

This may be used as an introduction to a unit or to motivate a child to observe more keenly.

It may be used as a teaching device in regard to machines or transportation.

The range of use extends from preschool into middle grades or junior high.

Necessary Pre-teaching -

The children should be familiar with the concept of "round".

Related Activities -

1. Take field trips to air terminals, railroad yards, factories where pulleys, conveyor belts, etc., are in use.
2. Use related activities in order to explain the use of other machines.
3. Look for similarities and differences; for example:
   a. Things that roll need not be wheels - pencil, axle, ball.
   b. Transportation does not need a wheel-glider, boat, horse.
4. Use other films or pictures to reinforce the concepts:
   a. captioned filmstrip "What's Round?"
   b. Sesame Street film on "Round".
   c. Sesame Street film on "Transportation".

Length - 14:20 Number of Segments - 5

General Description - Includes a numbers segment, "3", a Buddy and Jim problem solving exercise; 2 segments on animals "Kitten" and "Lion Family"; and a final segment on counting 1-10.

No Captions

SECMENT 1

Description - Bert is trying to make the number 3 but gets confused in his directions and finishes by drawing a tree thus creating a play on words. Two jazz animations developing the concept of 3 and the sequence 1-10 are included.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Matching - Given a printed numeral the child can select the identical numeral from a set of printed numerals.

Recognition - Given the verbal label for a numeral, the child can select the appropriate numeral from a set of printed numerals.

Labelling - Given a printed numeral, the child can provide the verbal label.

Recitation -

1. The child can recite the numbers from 1 to 10.
2. Given a starting point under ten, the child can count from that number to any given higher number up to ten.

Enumeration - The child can define a set or subset of up to 10 objects from a set.

1. The child can recognize that the last number reached in counting is the total number in the set.
2. The child can make use of counting strategies.

Equality - The child can perform the appropriate operation needed to balance an equation.

1. Conservation of Number - The child can match sets of equal number regardless of configuration.
2. Numeral/Number Correspondence - The child can assign the correct numeral to sets of differing numbers.

Uses -

This segment may be used for:

1. speech - for a reading group. th and t and thr sounds.
2. math - pre-reading and reading readiness (counting, enumerating, recognition of)
3. rhythm patterning for reading, pre-reading, reading readiness.

Necessary Pre-teaching -

Explain that puppets are trying to write the numeral three.

Related Activities -

1. For a reading group, ask the children how many ways three is represented.
2. Clap hands on the rhythm sticks and have children follow the rhythm pattern.

SEGMENT 2

Description - Buddy attempts to find a safe way to care for his money by taping it to his forehead. Jim convinces him that the piggy bank is better but then places the key to the bank inside the bank, thus still leaving Buddy with a problem.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given a situation the child can infer probable consequent events.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.

Necessary Pre-teaching -

Concept of saving money.
Concept of a "safe place".

Related Activities -

I. Spatial Relationship Problems
   a. How to fit given number of objects into a box.
   b. Transporting different objects, e.g., punching clown, through obstacle course.
   c. Given number of possibilities, e.g., wagon, push cart, chair, etc. - select best means for carrying blocks across the room.
   d. Putting pictures into appropriate size picture frames.
   e. Pack a suitcase.
   f. Filling given space with number of objects, e.g., How many children can stand in the circle on the floor? How many crayons will fit in this box?
   g. How to carry number of objects across room comfortably, e.g., one at a time, in your arms in container of appropriate size.

II. Problems of Sequence (dramatization)
   a. Making a peanut butter and jelly sandwich.
   b. Making a bed.
   c. Getting dressed.
   d. Making pudding, etc. (In correct and in incorrect order).
   e. Telling familiar story in incorrect order.
   f. Washing hands - What comes first, towel or soap?
   g. Counting out of order - e.g., 1, 2, 4, 3.

III. Problems of Measurement

a. Distribute juice disproportionately - see if children can correct, e.g., pour all juice into 3 cups and leav a 4th cup empty. 4th child does not get any juice. How do we correct this. (best to use transparent cups).
b. Divide a whole into given number of equal parts.
c. How can you empty a large container of juice when there are only a limited number of small containers.
d. Weight - How can you transport heavy box across the room? e.g., Divide contents? etc.

IV. Problems Based on Appropriate Use of Tools

a. Which is better to comb hair - toothbrush or comb.
b. How to wash blackboard - paint brush or sponge.
c. Select best means of getting object out of narrowly rimmed jar - e.g., tweezer, prongs, thongs, clothespins.
d. Put large circle on floor, place object in center. Select best means of removing object without stepping inside circle - e.g., yardstick.
e. How to remove object from bowl of water without getting hands wet - use long spoon, etc.
f. Most efficient way to get lost object (button) out of pile of sand or coarse salt - e.g. use strainer.

SEGMENT 3

Description - Gordon, Bob and some children play with guinea pigs and introduce the film "Kitten" in which the camera follows a playful kitten through a series of household mishaps.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Uses -

This may be used for teaching the care of animals.

Related Activities -

1. Expose children to cats, guines pigs.
2. Dramatize kitten movements.
3. Prepare picture boards of "Pets at Home".
4. Construct paper plate cats.
5. Teach sound of cat.

6. Make booklet of animals - which are pets, which are not.
7. Story books and films about cats and other pets.

SEGMENT 4

Description - The camera follows a zoo lion family including father, mother and cub, thru a period of family interaction.

General Objective -

The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of institutions which he may encounter. He comes to see situations from more than one point of view and begins to see the necessity for certain social rules, particularly those insuring justice and fair play.

Specific Objectives -

Given the name of certain roles from the family, neighborhood, city or town, the child can enumerate appropriate responsibilities.

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Same/Different - This concept underlies all of the following relational concept categories.

Size Relationships - Big/Bigger/Biggest; Small/Smaller/Smallest; Short/Tall.

Uses -

This segment may be used for motivation, teaching or reinforcement and review, and its use can be extended beyond primary grades.

Related Activities -

1. Trip to Zoo
2. Related Books
3. Constructing of three-dimensional animals from paper, clay, sticks.
4. Discussing of human family and relating ideas to animal families.

SEGMENT 5

Description - James Earl Jones counts to 10 as the numbers appear on the screen.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

The child can count to 10.

The child can speech read the numbers 1-10.

Uses -

This segment may be used for motivation, teaching or reinforcement and review at preschool and primary levels.

Interest Level -

Pre-reading, reading readiness, reading.

[illegible] SESAME STREET MINI SHOW #3

Length - 17:12 Number of Segments - 3

General Description - Mini Show #3 contains an alphabet sequence combined with concentration on the letter B., a Buddy and Jim problem solving activity concerned with sequence, and a segment concerned with naming body parts and developing concept of function of body parts.

Captioned Verse -
Jump Rope Aches

Oh, my finger
Oh, my toe
Oh, my thumb
Oh, my nose
Oh, my elbow
Oh, my knee
Oh, my face
Oh, poor me
Otherwise I feel fine

SEGMENT 1

3

Description - James Earl Jones recites the alphabet as each letter appears. Kermit follows with a commercial on "B", but is disturbed by the Cookie Monster changing the letter to "P" and "I".

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.

Given a printed letter the child can provide the verbal label.

Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

The child can recite the alphabet.

Uses -
This segment may be used as an introduction or as a review of the alphabet or as a practice exercise in speech/speech reading.

SEGMENT 2

Description - Sequencing two 4 picture stories using still photographs and movies of the sequences. Sequences are; sliding down a sliding board, and opening a present. Workshop teachers considered this an excellant tape.

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given pictures of the earliest and latest of four events in a logically ordered temporal sequence, the child can insert pictures of the intermediate events in their proper order.

The child can order a series of pictures so that they tell a logical story.

The child can choose which comes next in a sequence of pictures.

Uses -

This segment may be used for motivation at the 3 year level and teaching or reinforcement and review above the 5 year level.

Necessary Pre-teaching -

Provide the child with many different experiences in sequencing objects and stories that must be put together (ordered) in a particular sequence.

Related Activities -

1. Take Polaroid photographs of children involved in sequenced activities - e.g., making a cake, pudding, etc., peeling bananas, etc. Have child place them in appropriate order.
2. Dressing a doll in correct sequence - underwear to outerwear.
3. Ordering objects from small to large in correct sequence.
4. See Appendix A

Related Materials -

Use related materials such as DLM Sequence Cards, Kit in Keg, Nested Boxes, Manikin - Peabody Language Development Kit Level P., Montessori Cylinders, Ideal Size Formboards.

SEGMENT 3

Description - There is rhythmical recitation of body parts as a cartoon child jumps rope. This precedes an excellent film presentation of arm and hand movement correlated to that of machine movement. (puncher, lever, drilling, digging). This is an outstanding film.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Body Percepts. The child can identify and label such parts of the body as the elbow, knee, lips and tongue.

Positional Relationships - under, over, on top of, below, above, beneath, etc.

Attitudes toward Inquiry and Problem Solving.

a. Persistence - The child persists in his efforts to solve pr... and understands events despite early failures.
b. Reactions to lack of knowledge - The child exhibits no undue frustration or embarrassment when he must admit to a reasonable lack of knowledge or when he must ask questions.
c. Impulse control - The child understands that reflection and planning may pay off where premature problem attack will not.

Uses -

This may be used for motivation in vocabulary and language activities or teaching and reinforcement and review at preschool and primary levels. It may also be used to develop acceptable social behaviors when presented with a problem situation.

Necessary Pre-teaching -

Review body parts and their functions.

Jump Rope Aches

Oh, my finger
Oh, my toe
Oh, my thumb
Oh, my nose
Oh, my elbow
Oh, my knee
Oh, my face
Oh, poor me
Otherwise I feel fine

Related Activities -

1. Sand play
2. Water play
3. Salt
4. Clay
5. Jump rope
6. Field trip to a construction site.
7. Acting out
8. Spontaneous drawing

SESAME STREET MINI SHOW #4

Length - 12:50 Number of Segments - 4

General Description - The four segments are directed towards the identification and use of form, the understanding of some social roles, recognition of the letter I, and introduction to some forms of sea life.

Captions - tree, square, rectangle, boat, pin wheel, flower, fireman, skin diver, astronaut, Big Bird.

SEGMENT 1

Description - We see the products of children playing with the basic forms (triangle, square, rectangle) and listen to their conversation. Objects they create are a tree, square, rectangle, boat, pin wheel, and flower. These are captioned.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Labelling - Given a drawing, cut-out or object in the shape of a circle, square, triangle or rectangle, the child can provide a verbal label for that shape.

Recognition - Given the verbal label "circle", "square", "triangle" or "rectangle," the child can select the appropriate drawing, cut-out or object from a set.

Matching - The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size or position.

Recognition of Embedded Figures - Given a form the child can find its counterpart embedded in a picture or drawing.

Part/Whole Relationships - The child can structure parts into a meaningful whole:

1. Given a model and a selection of parts the child can select those parts which are essential to the construction of the model.
2. Given a model and an assortment of its parts, the child can arrange these parts to match the model.

Same/Different - This concept underlies all of the following relational concept categories; size, quantity, position, distance, sequence.

Uses -

This segment may be used to:

1. Encourage imagination.
2. Introduce of supplemental unit on shapes.
3. Encourages child to recognize shapes in his environment by creating simple objects out of given shapes.

Necessary Pre-teaching -

Familiarity with the basic forms.

Related Activities -

1. Allow children to experiment with forms.
2. Have children duplicate the objects created in the film.
3. Encourage students to see how many different things they can create.
4. Make a collage using a variety of forms and colors.
5. Use 3 dimensional forms in sponge or styrofoam to construct objects from forms.

SEGMENT 2

Description - Children are asked to guess the occupation of a person in a picture as the picture is gradually uncovered. Verbal clues are also given. Each completed picture is captioned: fireman, skin diver, astronaut and Big Bird.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

Given the names of certain roles from the family, neighborhood, city or town the child can enumerate appropriate responsibilities.

To formulate hypotheses on the basis of partial information.

To test hypotheses on the basis of additional information.

Uses -

This segment may be used as motivation, teaching or reinforcement and review with 3-6 year old children.

Necessary Pre-teaching -

Familiarity with uniforms of different occupations. E.g., fireman - helmet.

Related Activities and Materials -

1. Role playing activities with costuming, e.g.
2. Use of overhead with overlay extending the number of occupations.
3. Puzzles, picture completion.
4. Fill-ins using multiple choice, e.g., what "hat" goes on fireman.

6. Cubasic puzzle blocks.
7. Childcraft Bendable Community Helpers.
8. DLM association cards.

SEGMENT 3

Description - Big Bird has trouble retriving the animated dot on a giant letter I.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
To recognize the lower case letter i.

To recognize the i in words.

Given the verbal label for the letter i, to name words containing the letter or to choose printed words containing the letter.

Given the printed symbol to choose printed words or name words containing the letter.

Uses -
This is useful for preschool and primary groups as an introduction to the forms of i or as reinforcement on dotting the letter i.

Related Activities -
1. Recognition, reproduction and tactile identification of i.
2. For older children think of words with the letter.
3. Cut out i in books and magazines.

Related Materials -
1. Use paint, clay, sand, magnetic board and letters, plywood letters, little blocks.
2. Ideal Groovy letters.
3. DLM Letter Constancy Cards.
4. Printing set.

SEGMENT 4

Description - Gordon watches tropical fish, describes them and notes different names. This is followed by a puppet song, "Octopus Garden."

General Objective -
The child's conception of the physical world should include general information about natural phenomena both near and distant, about certain processes which occur in nature, about certain interdependencies which relate various natural phenomena, and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child should realize that the earth is made of land and water, and that the earth's surface differs in various places.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.

The child can differentiate between real and imaginery or fantasy items.

Uses -

This segment is useful as motivation or as a teaching device depending on related activity. Better for primary and middle grades.

Necessary Pre-teaching -

This should be previewed by the teacher as she may wish to expose the children to names and pictures of fish and animal life.

Related Activities -

1. Starting an aquarium.
2. Drawings or animations and real life pictures of fish life.
3. Making puppets.
4. Fingerpainting cut-outs of fish.
5. Categorizing fish and environments.
6. "Go Fish" Activities - vocabulary reinforced with magnetic fish games.

SESAME STREET MINI SHOW #4a

This Mini Show is the same as #4 but the following modifications are included:

Description - Fingerspelling inserts exist in 3 of the 4 segments. Captions & fingerspelling are the same as #4 with the addition of letter I.

SEGMENT 1
These are captioned and fingerspelled

SEGMENT 2
Each completed picture is captioned and fingerspelled, etc.

SEGMENT 3
An insert of a fingerspelled "I" appears

SEGMENT 4 -
SAME

NOTE:
Not all of the participating schools have this Mini Show in their package. However, a copy is available at the Research and Development Complex at the State University College at Buffalo.

4a

SESAME STREET MINI SHOW #5

Length - 17:15 Number of Segments - 5

General Description - This show has segments which develops the concept 5 and relates to a birthday party, and provides a classification exercise, an environmental film on the sources of common vegetables, an alphabet sequence, and a film of zoo monkeys entitled "Funny Face".

Captions - orange, apple, pear, baseball.

SEGMENT 1

Description - The Sesame Street neighbors are giving Oscar the grouch a surprise birthday party. Included in the segment are 2 different animations developing the concept of 5 and the sequence 1-10.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a printed numeral the child can select the identical printed numeral from a set.

Given a spoken numeral between 1 and 10 the child can select the appropriate numeral from a set of printed numerals.

Given a printed numeral between 1 and 10 the child can provide the verbal label.

Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.

Given a set of objects the child can define a subset containing up to 10.

The child can count to 10.

The child can recognize that the last number reached in counting is the total number in the set.

The child can perform the appropriate operations needed to balance an equation.

The child can match sets of equal numbers regardless of configuration.

The child can assign the correct numeral to sets of differing numbers.

5

Uses -
This segment may be used as motivation, teaching or reinforcem... and review.

Necessary Pre-teaching -
Introduce film by telling children that Oscar has a birthday and can't count to five. His friends help him learn to do this.

Related Activities -
1. Counting and enumerating activities using anything that can be counted.

Interest Level -
Pre-reading and reading readiness.

SEGMENT 2 -

Description - Gordon sets up 3 groups of 4 objects each, asking the viewer to find the one object that does not fit the class and explain why. Cautions exist on the last set-up; orange, apple, pear, baseball.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of: size, number, and function.

The child can verbalize the basis for grouping and sorting.

Necessary Pre-teaching -
Exposure to numbers, size and classification of categories such as: clothing, fruits, toys, people.

Related Activities -
1. Teach a "pair of" (number concept); Lotto DLM classification cards, all forms of classification and size differences (expansion from simple to sophisticated - fruits and objects to fruits and vegetable.)
2. Sensory -
   a. olfactory
   b. weights
   c. tactile
   d. kinesthetic
   e. gustatory
3. Also related activities for reinforcing opposites: i.e., smell-no smell, heavy-light, rough-smooth, fast-slow, sweet-sour.
4. Category booklets - developed according to verbs: What we eat, ride, smell, etc.

Description - Jennifer and woman walk through a vegetable garden. They gather corn, beets, carrots, and tomatoes that are growing. They are shown washing the vegetables and preparing them for lunch.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can classify a group of objects as plants although they differ in size, shape and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

Uses -

This segment may be used for motivation for: planting a garden, for learning about plant life, teaching vegetable vocabulary, reinforcement and review. It is useful with all age levels.

Necessary Pre-teaching -

Familiarity with vegetables concerned in film.

Related Activities and Materials -

1. Planting a garden.
2. Cooking and eating vegetables.
3. Distinguishing between real and fake food.
4. Comparison of food in its natural state with food in its prepared state.
5. Popping corn.
6. "Mr. Potato Head".
7. Comparison of colors, shapes and sizes of fruit.

SEGMENT 4

Description - James Earl Jones recites the alphabet as each letter appears on the screen.

General Objective -

The child can recognize such basic symbols as letters, numbers, and goemetric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.

Given a printed letter the child can provide the verbal label.

Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

The child can recite the alphabet.

Uses -
This segment may be used as an introduction to or review of the alphabet or as a practice exercise in speech/speech reading.

SEGMENT 5

Description - Susan draws a face on the window pane. This is followed by "Funny Face" film.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the wyas in which man explores and exploits the natural world.

Specific Objectives -
The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Body Percepts. The child can identify and label such parts of the body as the elbow, knee, lips and tongue.

Uses -
Can be used as identification of facial features or as part of a unit on animals.

Necessary Pre-teaching -
Introduction to facial features.

Related Activities -
1. Have children imitate the monkeys.
2. Look in mirrors and make funny face. (Also see activities on "Head to Toe Puzzle" frames).
3. Use other jigsaw puzzles.

SESAME STREET MINI SHOW #6

6

Length - 17:39 Number of Segments - 4

General Description - The four segments found in this show deal with development of the concept 4, two classification exercises, one in chart form and one done by Buddy and Jim, and an environmental film showing use of rectangular forms in our surroundings.

SEGMENT 1

Description - The concept 4 is developed through number animations and through practical application - i.e., a chair is not useful unless it has 4 legs; a wagon does not work unless it has 4 wheels.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Matching - Given a printed numeral the child can select the identical numeral from a set of printed numerals.

Recognition - Given the verbal label for a numeral, the child can select the appropriate numeral from a set of printed numerals.

Labelling - Given a printed numeral the child can provide the verbal label.

Recitation -

a. The child can recite the numbers from 1 to 10.
b. Given a starting point under ten the child can count from that number to any given higher number up to ten.

The child can recognize that the last number reached in counting is the total number in the set.

The child can perform the appropriate operations needed to balance an equation.

Conservation of Number - The child can match sets of equal numbers regardless of configuration.

Numeral/Number Correspondence - The child can assign the correct numeral to sets of differing numbers.

Uses -

This segment is useful as motivation at pre-school level or as teaching or reinforcement and review at primary levels.

Related Activities -

Teaching language concepts - what's missing? What did you see? - Many "What's Missing" dittos for a reading group would be good.

SEGMENT 2

Description - Susan stands by periaktoi showing four checks, curlicues, and letters G and Z as she sings "One of These Things..." Time is given for the viewer to select the object that is different before confirmation is given.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills.

Specific Objectives -

Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of size and form; also to distinguish between a freeform and a basic form.

Uses -

This segment may be used for motivation, teaching for reading readiness and reinforcement and review for categorizing.

Necessary Pre-teaching -

Basic categorizing using simple forms. Optional: Exposure to letter forms.

Related Activities -

1. Have children make their own charts with three similar free forms and one different one.
2. Have children complete different form to look like others.
3. Children are given the opportunity to make a picture out of a free form using paints, magic markers or clay.

SEGMENT 3

Description - Buddy and Jim buy round and square windows to fit round and square holes, but are unsuccessful in their attempts. This is an action version of a formboard and is motivational for the child since he can succeed where Buddy and Jim cannot.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size, or position.

The child can suggest multiple solutions to simple problems.

Persistence - The child persists in his efforts to solve problems and understands events despite early failures.

Uses -
This segment may be used for motivation for pre-reading groups, as teaching with older and slower groups and for reinforcement and review.

Related Activities -
1. Different kinds of windows, port holes, apartment windows, etc.
2. Trip through school building.

SEGMENT 4

Description - Bob and Carlos look for rectangles in the buildings on Sesame Street and introduce a film of rectangles in urban and rural environment.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
Given the verbal label, "circle", "square", or "triangle", the child can select the appropriate drawing, cut-out or object from a set.

The child can identify some of the different types of buildings which serve as family homes, schools and stores.

The child can identify some of the materials used in buildings, such as bricks, wood, and concrete.

The child can identify as man-made such structures as bridges, dams, streets, and roads.

To recognize and find rectangles in his environment.

Uses -
Useful as a motivation for preschool and early primary groups, teaching for older children in relation to math concepts of structure and design, and for reinforcement and review.

Related Activities -
1. Find rectangles in the classroom, outside of school.
2. Make rectangles with paper, clay, straw, matches, rods, etc.
3. Find rectangles in printed matter - magazine pictures, etc.
4. Use blocks, templates, parquetry blocks.

SESAME STREET MINI SHOW #7

Length - 11:44 Number of Segments - 4

General Description - This show contains 4 segments, 1 on letters A & B, and one on the alphabet. There is also a filmed close-up of a tomato and a classification problem presented humorously.

7

SEGMENT 1

Description - Reinforcing Aa and Bb and a review of the alphabet. Cartoons are interrelated with a puppet episode to present the alphabet and the letters A and B.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a set of symbols, either all letters or all numbers, the child knows whether those symbols are used in reading or in counting.

Given a printed letter the child can select the identical letter from a set of printed letters.

Given a printed letter the child can select its other case version from a set of printed letters.

Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.

Given a printed letter the child can provide the verbal label.

Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

Given a spoken letter the child can select a set of pictures or objects beginning with that letter.

The child can recite the alphabet.

Uses -

This may be used for motivation for a pre-reading group film for entertainment only, beginner reading, or as reinforcement and review for a reading group.

Necessary Pre-teaching -
Introduce vocabulary for reading group only - selected for level of interest and ability of reach group. Ex., ape, butterfly.

Related Activities -
1. Fish for alphabet with magnets in the classroom.

SEGMENT 2

Description - Gordon and Susan examine their hands with a magnifying glass and then ask the audience to guess what is being photographed in the film sequence that follows. At the conclusion, it is found to be a tomato.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
The child can structure parts into a meaningful whole.

Uses -
This segment has application for science and social studies as well as general interest for children at all levels of instruction.

Necessary Pre-teaching -
Experience with magnifying glass.

Related Activities -
1. Set up a science table with a magnifying glass and a variety of objects. Invite the children to bring materials to examine.
2. Relate magnifying glass to microscope and telescope.
3. Encourage older children to draw what they see - relate to form and design in art activities.

SEGMENT 3

Description - James Earl Jones recites the alphabet as each letter appears on screen.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
The child can recite the alphabet.

Uses -
Pre-reading and reading readiness; use for speech and speech reading with reading level.

SEGMENT 4

Description - Gordon asks Ernie to put 4 spheres into 4 boxes. 1 sphere (a balloon) is too large. Problem solution - air let out of balloon. Ernie tries same situation on Cookie Monster. Cookie Monster solution - bites and breaks balloon.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Given four objects, three of which have an attribute in common. The child can sort out the inappropriate object on the basis of:
-Size: Height, length
-Form: Circular, square, triangular
-Function: To ride in, to eat, etc.
-Class: Vehicles, animals

The child can suggest multiple solutions to simple problems.

Uses -
Useful for all ages, depending upon intended purpose.

Necessary Pre-teaching -

Familiarity with balloon; experiment with balloon (blow up to different sizes, let air out, break).

Related Activities -
1. Air: blowing up balloons, let air out.
2. Blow up balloons and fit into different sized boxes.
3. Fit 3-dimensional objects into different sized boxes (containers).
4. Follow through on science of inflated vs. deflated balloon.
5. Follow through on measurements.
6. Related problem solving activities (does an apple fit better in a bottle or a box; long piece of wire does not fit in a small box but if it is coiled, it does. This is associated with environmental flexibility.
7. Relate idea that even though one can change the shape of an object, its quantitative qualities remain the same. Clothing, string, wire, paper, thumb tacks and paper clips (tacks on square larger than size of a box, but when tacks are removed from square, they fit into box).

SESAME STREET MINI SHOW #8

Length - 18:45 Number of Segments - 5

General Description - The segments in mini show #8 deal with a problem solving activity which includes a #9 commercial; 2 environmental films on machines; a language arts development of "over", "through", and "around"; and a magnified examination of skin.

SEGMENT 1

Description - Gordon, teaching #9, builds stairs with 9 boxes and builds walls with 9 boxes. Two number 9 animations are included.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a printed numeral the child can select the identical printed numeral from a set.

Given a spoken numeral between 1 and 10 the child can select the appropriate numeral from a set of printed numerals.

Given a printed numeral between 1 and 10 the child can provide the verbal label.

Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.

Given a set of objects the child can define a subset containing up to 10 items.

The child can count to 10.

The child can suggest multiple solutions to simple problems.

The child can recognize that the last number reached in counting is the total number in the set.

The child can perform the appropriate operations needed to balance an equation.

Conservation of Number - The child can match sets of equal number regardless of configuration.

Numeral/Number Correspondence - The child can assign the correct numeral to sets of differing numbers.

Uses -
This segment may be used as motivation; teaching at preschool, kindergarten and primary levels; and for reinforcement and review.

Necessary Pre-teaching -
Counting concepts and enumerating to nine.

SEGMENT 2

Description - Gordon demonstrates the use of a magnet with various iron materials. This precedes a film of a magnetic crane picking up large scraps of materials.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -
The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.

The child can identify such common tools as a hammer and saw, and can tell how each is used.

The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.

Uses -
This segment may be used as motivation to learn about magnets or as a teaching device to learn about magnets and large machines. It can also be used for reinforcement and review and useful at all levels of teaching.

Related Activities -
1. Examine magnets and how they work (refer to science kit).
2. Discriminate and classify noises made by machines and by the things it drops.
3. Categorize machines heavy and light metals, small and large magnets. Science kit using magnets, various irons and objects that cannot be picked up by magnet.

SEGMENT 3

Description - Children playing a game of "Follow the Leader" exemplify by their actions the meaning of the relational words "over", "through", and "around".

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Positional Relationships

Ex. Under, over, on top of, below, above, beneath, etc.

Uses -

It is useful as motivation for preschool children, or as a teaching device in a language arts group.

Necessary Pre-teaching -

The children should be acquainted with the words over, through, and around if it is to be used as a language arts lesson.

Related Activities -

1. Play follow the leader in the classroom, using the 3 words. Let children take turns at designing the problems.
2. Construct paper mazes making use of the words.
3. Set up problems for appropriate use of terms: Ex. How do you string beads? How do you cross a stream?

SEGMENT 4

Description - Susan and Gordon examine their hands under a magnifying glass and then ask the viewer to guess what is magnified in the following film. It is a child's hand.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills, and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

Uses -

This segment has application for science and social studies as well as general interest for children at all levels of instruction.

Necessary Pre-teaching -

Experience with magnifying glass.

Related Activities -

1. Set up a science table with a magnifying glass and a variety of objects. Invite the children to bring materials to examine.
2. Relate magnifying glass to microscope and telescope.
3. Encourage older children to draw what they see. Relate to color and design in art activities.

SEGMENT 5

Description - Gordon, Bob, Susan and a child watch a construction shovel at work. The film shows the digger picking up and transporting dirt from ground to truck and the means by which the machine is operated by worker.

General Objective -

The child's conception of the physical world should include general information about the natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.

The child can identify such common tools as a hammer and saw, and can tell where and how each is used.

The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.

Uses -

This segment may be used as motivation for a field trip or introduction to a unit or as a teaching device on how a digger machine works. It is useful for all levels of teaching.

Related Activities -

1. Discuss machines - different kinds, uses, machines make noises. Relate sounds to proper source.
2. Categorize machines.
3. Imaginary play with machines.
4. Visit a building and note site machines.
5. Dig with ice tongs or attached salad serves to simulate the digging action observed in the film.
6. What parts of the body or actions of the body are similar to machines? Pantomime.
7. Have students bring toy cars, trucks, cranes, bulldozer, etc. Refer to 2 and 3 above.

SESAME STREET MINI SHOW #9

Length - 12:12 Number of Segments - 4

General Description - Mini Show #9 prevents a sequencing activity, a magnified examination of a tire tread, a film exploring many means of transportation, and a group of animations of the letter "T".

Captions - train, tractor, toys, TV, turtle.

SEGMENT 1

Description - Gordon has 4 photographs of Susan and himself during a lunch period. A child is asked to arrange them in the correct order and to justify his arrangement.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given pictures of the earliest and latest of four events in a logically ordered temporal sequence, the child can insert pictures of the intermediate events in their proper order.

Uses -

Useful for readiness groups and reinforcement for reading groups.

Necessary Pre-teaching -

Experience with sequencing events.

Related Activities and Materials -

1. Take Polaroid photographs of children involved in sequenced activities - e.g., making a cake, pudding, etc., peeling banana, etc. Have child place them in appropriate order.
2. Dressing a doll in correct sequence - underwear to outerwear.
3. Ordering objects from small to large in correct sequence.

Related Materials -

Use related materials such as DLM - Sequence Cards, Kit in Keg, Nested Boxes, Maniken,- Peabody Language Development Kit Level P, Montessori cylinders, Ideal Size Formboards.

SEGMENT 2

Description - Gordon and Susan examine their hands under a magnifying glass and then invite the viewer to determine what the object is in the following film. The film reveals it to be a tire.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

Uses -

This segment has application for science and social studies, as well as general interest for children at all levels of interaction.

Necessary Pre-teaching -

Experience with magnifying glass.

Related Activities -

1. Set up a science table with a magnifying glass and a variety of objects; invite the children to bring materials to examine.
2. Relate magnifying glass to microscope and telescope.
3. Encourage older children to draw what they see - relate to form and design in art activities.

SEGMENT 3

Description - Gordon and child sit on steps and try on different caps while pretending to drive different types of vehicles. The film shows a boat, a train, cars, bicycles, and an airplane. Fast paced.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.

The child can identify such common tools as a hammer and saw, and can tell how each is used.

The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.

Uses -

This segment may be used as an introduction to a field trip or as a unit on transportation, or it may be used as reinforcement or review. It is useful for all levels of teaching from pre-school through middle school.

Related Activities -

1. Visit airport, bus station, train terminal or any other area of transportation interest.
2. Make paper caps for each driver of the transportation.
3. Have the children construct cars, boats, planes from blocks, boxes, tagboard and other materials in the playroom.
4. Create booklets on different types of transportation - relate to their use (i.e., What would we find in a transport truck? How would a 1/2 ton truck be used?).

SEGMENT 4

Description - 3 cartoon presentations of words beginning with T.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a set of symbols, either all letters or all numbers, the child knows whether these symbols are used in reading or in counting.

Given a printed letter, the child can select the identical letter from a set of printed letters.

Given a printed letter the child can select its other case version from a set of printed letters.

Given a verbal lable for certain letters the child can select the appropriate letter from a set of printed letters.

Given a printed letter the child can provide the verbal label.

Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

Uses -

This segment is useful as motivation for teaching verbal and written T, teaching initial sound T, as reinforcement and review of T words; applicable to readiness and beginning reading groups.

Necessary Pre-teaching

Familiarity with letters.

Related Activities -

1. List familiar words that begin with T.
2. Recognition of T in initial, medial, final position in words. Example: In the word "train", the "t" may be color coded in red while the rest of the word "rain", could be color coded in green.
3. Differentiating sound with voice (d) and no voice (t) in production.
4. Make pictures from many T's.
5. Make picture books of words with T sound from drawing, magazines, etc.

SESAME STREET MINI SHOW #10

Length - 15:10 Number of Segments - 4

General Description - This show has 4 segments dealing with form recognition: identification of environmental sounds: zoo films of lions, giraffes, and rhinos: and a rerun of the segment on environmental sounds, this time using captions.

Captions - Train, cat, fire engine, a man sawing, a man whistling

SEGMENT 1

Description - This is a computerized animation of a triangle and a square which emphasizes their physical and functional differences.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given the verbal label, "circle", "square", or "triangle", the child can select the appropriate drawing, cut-out or object from a set.

Uses -

This segment has application at many levels from preschool in terms of motivation thru primary grades and even junior high as a teaching device.

Necessary Pre-teaching -

Familiarity with a triangle and a square. It is suggested that the teacher view this segment before determining how she would wish to introduce it to her group.

Related Activities -

1. Identifying functional use of forms in everyday surroundings.
2. Develop concept of flexibility vs. stability with older children.
3. Using pegboards, make rubberband pictures using squares and triangles.

SEGMENT 2 and 4

Description - Julio has a pair of "magic" glasses. When he is out walking, these glasses help him find the source of the sounds he hears. This device permits a period of time for viewer response. In segment 2, the sounds are repeated a 2nd time for the benefit of the viewer. In segment 4, captioning appears when Julio first identifies the source of sound. The captions do not appear on the second presentation. This allows the teacher an opportunity for children to select the correct word or phrase which cues she has constructed.

General Objective -

The child can deal with objects and events in terms of certain of order, classification and relationship: he can apply certain basic reasoning skills: and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Segment 2 - Sound Identification. The child can associate given sounds with familiar objects or animals.

Segment 4 - Sound Identification. The child can associate given sounds with familiar objects or animals, and to associate the printed name with the sources of sound.

Uses -

This may be used as motivation, teaching or reinforcement and review at preschool and primary levels.

Necessary Pre-teaching -

The teacher will need to explain that the children are to listen and identify sounds they hear on the tape. The "magic" glasses might also have to be explained.

Related Activities -

Any auditory discrimination activities, association activities, or field trips which call attention to environmental sounds might be appropriate.

SEGMENT 3

Description - These 3 films appear separately in other mini shows. They are butted together here in order for the teacher to use them in a different context. The first film about lions presents a family of lions trying to settle down to rest: the second about giraffes shows a group of giraffes and their movements, and the third about rhinos shows a pair of rhinos displaying affection for one another.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant: about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena: and about the ways in which man explores and exploits that natural world.

The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of institutions which he may encounter. He comes to see situations from more than one point of view, begins to see the necessity for certain social rules, particularly those insuring justice and fair play.

Specific Objectives -

The child can classify a group of objects as animals although they may vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

given the name of certain roles from the family, neighborhood, city or town, the child can enumerate appropriate resposibilities.

Uses -

Grouped in this manner, the segment may be used as part of a unit on zoo animals or a unit about animals and their natural habitats. It would be useful for preschool, primary, and middle school classes.

Necessary Pre-teaching -

Familiarity with the animals photographed in the segment.

Related Activities -

1. Trip to a zoo
2. Use of other visual aids such as "Animal Box".
3. Construction of clay or paper mache animals.
4. Relate animals to their natural homes through an enlarged map.
5. Study of movement, and eating, living habits of animals.

SEGMENT 4 (See Segment 2)

SESAME STREET MINI SHOW #11

11

Length - 15:00 Number of Segments - 4

Captions - Butter, flour, eggs, mixing, dough, pie pan, cooked apples, oven, frosting.

General Description - This show contains segments which develop the concept 6, provide a classification exercise, introduces a Buddy and Jim problem solving activity, and provides an expository film of a commercial bakery.

SEGMENT 1

Description - The film opens with Big Bird counting his toes (6 on each foot). This introduces two animated cartoons developing the concept of 6.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a spoken numeral between 1 and 10, the child can select the appropriate numeral from a set of printed numerals.

Given a printed numeral between 1 and 10, the child can provide the verbal label.

Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.

Given a set of objects the child can define a subset containing up to 10.

The child can count to 10.

Uses -

This segment is useful as motivation, teaching or reinforcement and review for preschool and readiness levels. The jazz cartoon is best for review because of its pace and strong rhythm.

Related Activities -

Anything with counting, sets of six, recognition of numbers, manipulation of items of six.

Related Materials -

Any materials to count. For example, 3-D representations of numbers, dominos, "Seeing Through Arithmetic" series, Guidance Toys, "Sets and Numbers" Kindergarten (author Supps), attribute games form ESS.

SEGMENT 2

Description - Susan stands beside 2 flannel boards and sings a song, "Here is a new game you can play". She shows 2 flannel boards, one with 3 fruit, the other with a mixture of objects. Susan attempts to have audience choose which object belongs with the fruits; time is allowed for viewer response. A cartoon of the use of letter F completes the segment.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

-Size: Height, length
-Form: Circular, square, triangular
-Function: To ride in, to eat, etc.
-Class: Vehicles, animals

To recognize F in initial position.

Uses -

This segment is useful for teaching, categorization and is also good for reinforcement and review.

Necessary Pre-teaching -

Some experiences in categorization and exposure to names of fruits.

Related Activities -

1. Use a double chart with different categories, cutting out pictures and classifying them according to a category.
2. Instructo Activity Kit - Classification Game.
3. Use objects that permit change of class. For example, using an assortment of red, blue and yellow circles, squares and triangles, classes can be made on the basis of size, color, and form using the same objects.

SEGMENT 3

Description - This is a humorous problem solving situation in which Buddy and Jim attempt to make a peanut butter and jelly sandwich. They have difficulty getting the contents on the inside of the sandwich.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills: and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given a situation the child can infer probable consequent events.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.

Persistence. The child persists in his efforts to solve problems and understand events despite early failures.

Positional Relationships. Under, over, on top of, below, above, beneath, etc.

Cooperation. The child recognizes that in certain situations it is beneficial for two or more individuals to work together toward a common goal.

To place an object on the "inside" on printed or verbal command.

Uses -

This is useful as a teaching device for 3 yr. olds and up. Level of response may be adjusted to the age group involved.

Related Activities and Materials -

1. Use the following materials to teach language principle of "inside", "Kitty-in-the-Keg", "Nested Boxes", Merrill Palmer, Pink Tower.
2. See Appendix A

SEGMENT 4

Description - A film trip to the bakery is introduced by Susan and a child. A little boy imagines that he helps the baker make a pie. The ingredients are captioned as each item is introduced.

General Objective -

The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of institutions which he may encounter. He comes to see situations from more than one point of view and begins to see the necessity for certain social rules, particularly those insuring justice and fair play.

Specific Objectives -

Given the names of certain roles from the family, neighborhood, city or town, the child can enumerate appropriate responsibilities.

Inferring Antecedent Events. The child can suggest events which may have led up to a situation.

Inferring Consequent Events. The child can predict future outcomes that may result from a situation.

Generating Explanations and Solutions. Given a familiar problem, the child can provide adequate explanations and solutions to that problem.

Evaluating Explanations and Solutions. Given several possible explanations or solutions to a problem the child can evaluate these solutions in reality (trial and error) and in his mind (pretesting). When presented with alternative solutions, he can select the best one.

Uses -

This segment is useful as motivation for a unit on a field trip; as a teaching device either in social studies or in language for development of the concepts where, how, etc.; or as reinforcement and review of a unit. Its application may extend into the middle grades.

Necessary Pre-teaching -

Familiarity with baking equipment and ingredients. Vocabulary captioned are flour, butter, eggs, mixing, dough, pie pan, cooked apples, oven, frosting.

Related Activities -

1. Bake in school.
2. Sequencing teacher made pictures.
3. Field trips to school kitchen, bakery, etc.
4. Vocabulary lists for baking.
5. Tie in with time unit.
6. Opportunity for hot and cold differentiation.

SESAME STREET MINI SHOW #12

Length - 18:24 Number of Segments - 5

General Description - The first segment of this show develops the concept of 2 as it is related to pairs. This is followed by a Buddy and Jim segment on seesawing, a filmed segment of apes playing, and a segment on the form and use of the letter E. The final segment defines and seeks out triangles as they exist in everyday surroundings.

SEGMENT 1

Description - This film presents a number of birds and animals filmed in pairs and was designed for the purpose of developing the concept of a pair.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
To identify sets of 2

Uses -
This segment may be used as motivation, teaching or reinforcement and review for preschool children for identifying sets of 2. It also has application for units on animals or for the development of the concept "pair" for children in the primary grades.

Related Activities -
1. Use materials available in classroom to provide experience in counting sets of 2.
2. Use 3 items, such as 3 shoes or 3 socks, to establish what constitutes a pair.
3. Refer to number segments found in Mini Show 1 - Segment 2; Mini Show 13 - Segment 2; Mini Show 16 - Segment 3; Mini Show 18 - Segment 5.

SEGMENT 2

Description - Buddy and Jim have great difficulty discovering the principle by which a see-saw operates. Their pace allows time for viewer response.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Given a situation, the child can infer probable antecedent events.

Given a situation, the child can infer probable consequent events.

Given two or more events which are causally related, the child can place them in their appropriate causal order.

The child can suggest multiple solutions to simple problems.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.

Persistence - The child persists in his efforts to solve problems and understands events despite early failures.

Reaction to lack of knowledge - The child exhibits no undue frustration or embarrassment when he must admit to a reasonable lack of knowledge or when he must ask questions.

Impulse control - The child understands that reflection and planning may pay off where premature problem attack will not.

Develop sense of humor in humorous situations. Humor in terms of: inconsistent responses, incorrect responses, irony.

To promote language oriented success situations with class participation.

Uses -
This segment may be used to stimulate child to solve problems or as a teaching device for specific problem situations.

Related Activities -

1. Picture completion.
2. Absurdities in pictures.
3. What parts go with the whole (car and table cut in half: which half goes with the other)
4. Dramatizing - sweeping with broom upside down, fill a glass which is upside down, putting hat on your foot.
5. See Appendix A.

SEGMENT 3

Description - This film shows apes engaged in play in their environment either with one another or with swings, water, etc.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -
The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Uses -
This segment may be used as an introduction or as an integral part of a unit on animals. It may also be used for pleasureable viewing or for social interaction with a class.

Related Activities -
1. Have children play act monkeys.
2. Related music activity.
3. Bulletin board and art activities.
4. Have children make monkey faces in mirror.

SEGMENT 4

Description - This animated sequence of letter Ee with soundtrack of initial and medial ē is introduced by Gordon describing the shape of E and finding it in existing structures on Sesame Street.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
Given a printed letter the child can select the identical letter from a set of printed letters.

Given a printed letter the child can select its other case version from a set of printed letters.

To associate sound ē with printed E or e.

Uses -
This segment may be used as exposure to readiness groups or as a teaching device for children in reading groups.

Related Activities -
See all activities written for "I" in Mini Show 4, Segment 2.

SEGMENT 5

Description - Bob and Gordon show a variety of triangles and point out that all have 3 sides. They then find a way in which each of these triangles are used in the structure of an everyday object.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
Given a drawing or a cut-out of a circle, square, or triangle, the child can select a matching drawing, cut-out, or object from a set.

Uses -

This segment is useful as an introduction to awareness of triangles, as part of a unit, or as an introduction to a directed activity. It may be used with preschool, readiness and primary groups.

Necessary Pre-teaching -

Awareness of triangular shape.

Related Activities and Materials -

1. Point out all triangles in room.
2. Paper folding.
3. Tactile discrimination of triangles (feeling games).
4. Memory work - visual and tactile memory game.
5. Flannel board, wood, paint paper, toothpick, pegs, straws may all be used by the children to construct triangles. However, a child under 4 should not be expected to draw a triangle.

SESAME STREET MINI SHOW #13

Length - 11:50 Number of Segments - 3

Captions - end, eagle, eel, elephant, eat, envelope, ear muff, ear, everybody, eraser, egg.

General Description - The first segment develops the use of E in the initial position using both cartoons and line presentation by Bob. Bob also uses line drawings to describe the growth and hatching of a chick from an egg. The second segment presents Buddy and Jim in one of their slow paced problem solving activities. This time Buddy can't enjoy his soup because he has chosen to use a fork. The final segment is a film of water in many forms - rain, stream, rivers, oceans, etc.

SEGMENT 1

Description - Several E words are presented via cartoons and clay animation. Bob shows several objects in the drugstore that begin with E; earmuffs, egg, envelopes. The development of a chick from an egg is portrayed in drawings. 13

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

To teach formation of letter E

To teach different sounds of E

To introduce words with the letter E

Reproduction, Growth, and Development. Given pictures of various kinds of young, the child can tell what they will be when they grow up.

To teach sequence.

Uses -

This may be used as introduction to use of letter E or as part of the unit on the development of E vocabulary.

Necessary Pre-teaching -

Same conception of letters

Related Activities -

1. List words beginning with E, making E stand out in a word.
2. Mini poster of pictures of things beginning with E.
3. Find E in different positions in words.
4. Use family on E ending; we, see, me, etc.
5. Sequencing picture stories.

6. Dramatization of sequence activities.
7. Field trip to farm
8. Egg in incubator
9. Eggshell gardens
10. Color eggs
11. E written many ways - e, E, etc.
12. Match e card to pictures, some beginning with e and others not beginning with e. May be used with or without words with the pictures, depending on children's vocabulary, spelling ability, etc.
13. See Minishow 4, Segment 3.

SEGMENT 2

Description - Buddy chooses to eat his soup with a fork and is unable to understand why he is not enjoying it as much as Jim who has chosen a spoon. Plenty of time for viewer interaction.

General Objective -

The child can deal with objects and events in terms of certain concepts or order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given a situation the child can infer probable consequent events.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete or efficient.

To make associations of two or more things by function.

Uses -

This is useful as a motivation for pre-schoolers since the children can see what is wrong. It may also be used as part of a language arts unit to generate verbal explanations with groups of older children.

Necessary Pre-teaching -

Be sure the children understand the problem. One device would be to have them transfer a liquid from one container to another using fork and spoon.

Related Activities and Materials -

1. Putting objects together which are functionally related (key with lock).
2. Problem solving situations: choosing appropriate tools (eg. give child 2 things - toothbrush and comb - ask him to brush his hair: How to cut paper - scissors vs. knife.)
3. Further activities with table utensils and different foods.
4. Use DLM Association cards, Motor Expressive Picture Cards (1 & 2), Jumbo Lotto Community Helpers.
5. See Appendix A

SEGMENT 3

Description - Water in different forms - filmed in an impressionistic sequence (lakes, rivers, ocean, waterfall, snow, ice, rain, etc.)

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural words.

Specific Objectives -

Weather and Seasons. The child can describe the weather and activities which are associated with summer and winter.

Uses -

This film as application to all levels and to many areas such as social studies, science, language arts.

Necessary Pre-teaching -

Recommend previewing by teacher.

Related Activities -

1. Memory games. How many different forms of water did you see.
2. Water play.
3. Fieldtrips to fountains, park lakes, beach, etc.
3. Reading vocabulary that could be develop d: ripples, waves, drip, plop, blip, puddle, drop, reflection, river, slow, quiet, rushing, raging, gushing, splashing, falling, tumbling, raining, melting.

SESAME STREET MINI SHOW #14

Length - 17:00 Number of Segments - 5

General Description - In the first segment the children are given an opportunity to find embedded forms in a picture. The second segment deals with environmental sounds, the third identifies the uses of wheels, the fourth provides a classification exercise, and the final segment presents visual inconsistencies for identification.

Captions - triangle, rectangle

SEGMENT 1

Description - Jenny and children look at pictures to find Jeffery embedded in them. Animation of Y - yo yo follows.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objective -
Given a form the child can find its counterpart embedded in a picture or drawing.

Given a printed letter the child can provide the verbal label.

Uses -
This is useful either as an introduction or as a reinforcement of the form and use of letter Y for preschool and primary children.

Related Activities -
See letter "I" activities in Mini Show 4, Segment 3.

14

SEGMENT 2

Description - Noises in the environment are associated with object that makes the noise - jack hammer, baby crying, male coughing, female sneezing, car horn, telephone ringing, typewriter: these are presented twice so that the viewer may respond.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Sound Identification - The child can associate given sounds with familiar objects or animals.

Uses - This is useful as an auditory training film for preschool, primary and up as the need occurs.

Related Activities and Materials -

1. Associating objects with their characteristic sounds.
2. Self made audio tapes of sounds from child's environment.
3. Language Master - coded individually for each child.

SEGMENT 3

Description - Gordon and a child are sitting on the front steps talking about a wagon. The camera focuses in on a wheel as an introduction to the film "Wheels". The camera searches out wheels in many forms, gears inside a clock, the potter's wheel as well as wheels as they have existed in transportation forms throughout history.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, and about the way man explores and exploits the natural world.

Specific Objectives -

The child can identify wheels in man-made objects.

The child can recognize wheels regardless of size or specific use.

The child can identify different modes of transportation.

Uses -

This may be used as an introduction to a unit or to motivate a child to observe more keenly. It may be used as a teaching device in regard to machines or transportation. The range of use extends from preschool into middle grades or junior high.

Necessary Pre-teaching -

The children should be familiar with the concept of "round".

Related Activities -

1. Take field trips to air terminals, railroad yards, factories where pulleys, conveyor belts, etc., are in use.
2. Use related activities in order to explain the use of other machines such as lever, plane, etc.
3. Look for similarities and differences; for example:
   a. Things that roll need not be wheels - pencil, axle, ball.
   b. Transportation does not need a wheel-glider, boat, horse.
4. Use other films or pictures to reinforce the concepts:
   a. captioned filmstrip "What's Round?"
   b. Sesame Street film on "Round".
   c. Sesame Street film on "Transportation".

Description - Susan stands with a chart showing 4 geometric forms and "One of These Things". The viewer is to choose which one is correct. Susan verifies the correct form by pointing out that a triangle has 3 corners and 3 sides while rectangle has 4 corners and 4 sides. Captioned triangle and rectangle appear.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

-Size: Height, length
-Form: Circular, square, triangular
-Function: To ride in, to eat, etc.
-Class: vehicles, animals

To name forms and to identify characteristics of forms.

Uses -

This segment is useful for defining these 2 basic geometric forms and as a review of matching activities for preschool and primary groups.

Necessary Pre-teaching -

Gross discrimination of shapes, number concepts 1-5, and exposure to different triangle configurations. Corner and angle - are words used in segment.

Related Activities and Materials -

1. Different positions and shapes of triangle.
2. Finding shapes in environmental objects.
3. Finding shapes in pictures.
4. Making triangle shapes from different sizes of straws, sticks.
5. Counting game - making various sets of shapes (1 triangle, 2 circles, etc.).
6. Use film - "What's Round", "What's Square", etc. - put out by Captioned Films.
7. Use library books, "What Shape is It?"

SEGMENT 5

Description - Sesame Street gang and Jenny look at drawings. Big Bird comes along with 3 original drawings with visual inconsistencies. The group encourages him to take parts of these drawings and re-use them. The resulting drawing is a self portrait.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Given a form the child can find its counterpart embedded in a picture or drawing.

The child can structure parts into a meaningful whole.

Uses -

This segment is useful as motivation or as reinforcement and review with preschool and primary children.

Necessary Pre-teaching -

Concept of parts of a whole and acquaintance with uses of basic environmental objects, a television, a pipe, and a vase.

Related Activities -

1. Describe "What's Wrong" with this picture. Pictures such as a fish sitting in a chair and a boy in a fishbowl could be used.
2. Make composite pictures from various parts, i.e., draw a clown, choosing the shapes that compose him from other drawings.

SESAME STREET MINI SHOW #15

Length - 14:00 Number of Segments - 4

General Description - The 4 segments in this show are concerned with the form and use of letter O in the initial position, counting from 10 to 1 (this appears twice) and the production of milk from the cow to retail store.

Captions - vine, skate, heaven, sticks, hive, floor, sea, shoe, bun.

SEGMENT 1

Description - Jenny and a child watch a skywriter make the letter O preceding an O cartoon. Captions: open.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given a printed letter the child can provide the verbal label.

Uses -

This is useful as an introduction or as reinforcement to the form and initial use of letter O with preschool and primary children.

Related Activities and Materials -

See Mini Show 4, Segment 3, and Mini Show 13, Segment 1.

SEGMENT 2

Description - Bob introduces a sorting activity using free forms rather than geometric forms. The correct response is identified after viewer response. A counting rhyme on 10 Little Greelies follows sequencing from 10 to 1. Captions that exist are: vine, skate, heaven, sticks, hive, floor, sea, shoe, bun.

General Objective -

The child can recognize such basic symbols as letters, numbers and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of:
Form: Circular, sqaure, triangular

The child can count to 10.

To use the phrase "One less than" appropriately to discriminate rhyming words.

15

Uses -

Development of sophistication in sorting for primary level.

Necessary Pre-teaching -

Familiarization with basic sorting of shapes. Captioned Vocabulary: vine, skate, heaven, sticks, hive, floor, sea, shoe, bun.

10 Little Greeblies
Clinging to a vine
1 chased a fly
And then there were 9;
9 Little Greeblies
Riding on a skate
1 tried a trick
And there were 8;
8 Little Greeblies
Floating on some sticks
1 started fishing
And then there were 6;
6 Little Greeblies
Staring at a hive
1 took some honey
And then there were 5;
5 Little Greeblies
Rolling on the floor
1 bugged a mouse
And then there were 4;
4 Little Greeblies
Swimming out to sea
1 forgot how
And then there were 3;
2 Little Greeblies
Sitting on a bun
1 stayed too long
And there was 1;
1 Little Greeblie
Standing all alone.

Related Activities -

1. Children can choose a number and expand the graphic representation of that number into a picture. (i.e., a 3 can be the basis of a snowman).
2. Numbers are straight and curved as indicated with colors.
   For example; 1, 4, 7 - straight
   8,3, 0, 6 - curved
   2, 5, 9 - 1/2 curved, 1/2 straight
3. Forms using different textures (sandpaper, felt, cotton, etc.)
4. Rhyming the words in the sequence with numbers (i.e., show-two three-tree).
5. Musical chairs.
6. Counting songs.
7. Booklets of forms, rhymes and numbers.
8. Using a phonetic system demonstrate that words spelled differently may sound the same.
   Example: skate - eight different spelling
   three - sea

SEGMENT 3

Description - Susan, offering a child a glass of milk, introduces the "Hey Cow" which shows milk production; transportation and packaging for retail outlets.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -
The child can distinguish the environment and natural life of the city from those of the country.

Uses -
This is an excellent film for teaching at primary and upper grade levels.

Related Activities -
1. Field trip to farm and/or dairy.
2. Cooking activities with milk (cakes, chocolate, milk, pudding).
3. Art activities with containers (measurement, blocks, baskets).
4. Develop an awareness of milk products such as cheese, ice cream, cream, cottage cheese.
5. Make butter - maxim jar, heavy cream, 2 wooden spools; put cream in jar with spool, shake for about 20 minutes, butter forms (you may add salt if you wish).

SEGMENT 4

Description - The Greeblies counting sequence from Segment 2 is repeated.

Captions - vine, skate, heaven, sticks, hive, floor, sea, shoe, bun.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
The child can count to 10.

Uses -
Useful as an introduction to the concept of subtraction.

Necessary Pre-teaching -
Rhyme is included for use with class.

Related Activities and Materials -
See Segment 2 above.

SESAME STREET MINI SHOW #16

Length - 15:26 Number of Segments - 5

General Description - The initial segment introduces a perceptual identification activity, Pete Seeger singing and playing the banjo. The objects to be identified are rooster, cat, pig, cow, and a baby crying. The second segment is a close up of a flower growing on an apartment house ledge. The third segment provides a classification exercise using animals as the class. The final 2 segments deal with identification of body parts and their function, segment 4 being a film on giraffes, and segment 5 being a child sized puzzle which is assembled twice.

Captions - animals

SEGMENT 1

Description - Auditory and visual training activity in which Pete Seeger sings a song containing sounds made by rooster, cat, pig, cow, and baby. As an introduction to each verse, he draws the object, waiting frequently for viewer to guess what the drawing will be.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

Sound Identification - The child can associate given sounds with familiar objects or animals.

Copying rhythms. The child can copy a rhythmic pattern.

Uses -

This segment is useful for preschool and primary groups either as a training device or as relaxation.

Necessary Pre-teaching -

Familiarity with sound made by rooster, cat, pig, cow and baby.

Related Activities -

1. Other songs, e.g., "Old MacDonald", "When I First Come to this Land".
2. Other auditory discrimination activities, e.g., Language Master, Sights and Sounds records.

Description - Big Bird brings Susan a flower. This leads into a close-up examination of a single flower growing on a building ledge high above a city.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can distinguish the environment and natural life of the city from those of the country.

The child can classify a group of objects as plants although they differ in size, shape, and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

The child can structure parts into a meaningful whole.

Uses -

This segment may be useful at many levels and for many purposes: to develop curiousity; before growing flowers, for teaching the parts of a flower; or for reinforcement and review after a unit on flowers.

Related Activities -

1. Whole-part relations with objects such as a flower (stem, leaf, flower), car (wheel, body, seat, etc.)
2. Art: pictures and models of flowers in crayon, paint, clay-pressed flower pictures.
3. Dramatize being a growing flower.
4. Grow flowers:
   a. clover or bird seed on saturated sponge.
   b. Narcissus bulbs on top of moist gravel.
   c. Sweet potato vine in glass of water.
   d. Magnolia seeds in soil.
5. Experiment with growing seeds - What happens if flowers have no water?
6. Plant a garden in the spring.

SEGMENT 3

Description - Susan asks the children to complete a class "animals" by selecting from a group of 4 items. The correct response is verified and captioned.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

SESAME STREET MINI SHOW #16

Length - 15:26 Number of Segments - 5

General Description - The initial segment introduces a perceptual identification activity, Pete Seeger singing and playing the banjo. The objects to be identified are rooster, cat, pig, cow, and a baby crying. The second segment is a close up of a flower growing on an apartment house ledge. The third segment provides a classification exercise using animals as the class. The final 2 segments deal with identification of body parts and their function, segment 4 being a film on giraffes, and segment 5 being a child sized puzzle which is assembled twice.

Captions - animals

SEGMENT 1

Description - Auditory and visual training activity in which Pete Seeger sings a song containing sounds made by rooster, cat, pig, cow, and baby. As an introduction to each verse, he draws the object, waiting frequently for viewer to guess what the drawing will be.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

Sound Identification - The child can associate given sounds with familiar objects or animals.

Copying rhythms. The child can copy a rhythmic pattern.

Uses -

This segment is useful for preschool and primary groups either as a training device or as relaxation.

Necessary Pre-teaching -

Familiarity with sound made by rooster, cat, pig, cow and baby.

Related Activities -

1. Other songs, e.g., "Old MacDonald", "When I First Come to this Land".
2. Other auditory discrimination activities, e.g., Language Master, Sights and Sounds records.

Description - Big Bird brings Susan a flower. This leads into a close-up examination of a single flower growing on a building ledge high above a city.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can distinguish the environment and nacural life of the city from those of the country.

The child can classify a group of objects as plants although they differ in size, shape, and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

The child can structure parts into a meaningful whole.

Uses -

This segment may be useful at many levels and for many purposes: to develop curiousity; before growing flowers, for teaching the parts of a flower; or for reinforcement and review after a unit on flowers.

Related Activities -

1. Whole-part relations with objects such as a flower (stem, leaf, flower), car (wheel, body, seat, etc.)
2. Art: pictures and models of flowers in crayon, paint, clay-pressed flower pictures.
3. Dramatize being a growing flower,
4. Grow flowers:
   a. clover or bird seed on saturated sponge.
   b. Narcissus bulbs on top of moist gravel.
   c. Sweet potato vine in glass of water.
   d. Magnolia seeds in soil.
5. Experiment with growing seeds - What happens if flowers have no water?
6. Plant a garden in the spring.

SEGMENT 3

Description - Susan asks the children to complete a class "animals" by selecting from a group of 4 items. The correct response is verified and captioned.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given at least two objects that define the basis of grouping, the child can select an additional object that "goes with them" on the basis of:

-Size: Height, length
-Form: Circular, square, triangular
-Function: to ride in, to eat, etc.
-Class: Animals, vehicles, etc.

The child can verbalize the basis for grouping and sorting.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.

Uses -

This could be used for preschoolers and primary children either to establish the concept of class or as reinforcement.

Necessary Pre-teaching -

Recognition of the members of the class "animals".

Related Activities and Materials -

Sorting objects according to class, using:

1. 3-D objects: "Seeing Thru Arithmetic" (Scott Forsman).
2. Pictures; People Pieces (SEE).
3. SRA - Inquisitive Game Picture Cards.
4. DLM (Classification cards).
5. Classification Game (Instructo).
6. Color Forms.

SEGMENT 4

Description - This is a short filmed sequence of giraffes moving about their yard. The camera focuses on neck length, leg length and demonstrates their gait.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can identify and label such parts of the body as the elbow, knee, lips, and tongue.

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Uses -

This segment may be used at preschool and primary units as a relati exercise in identification of body parts or it may be used as parts of a unit on animals.

Related Activities -

1. Have children identify necks, legs, etc., on animals of many different sizes.
2. Relate length of neck to food source that the giraffe eats.
3. Have children construct animals from paper mache or clay.

SEGMENT 5

Description - Two children play with a life size puzzle of a boy. They name each body part as they fit it in, and relate it to their own body. Repetition occurs as they remove each piece.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can identify and label such parts of the body as the elbow, knee, lips and tongue.

Body Parts and Functions - The child can identify, label and state or recognize the function of such body parts as the:

a.	head	d.	eye	g.	elbow	j.	leg
b.	nose	e.	tongue	h.	hand	k.	knee
c.	ear	f.	arm	i.	finger	l.	foot

Uses -

This is an excellent for preschool and primary groups as a readiness. For older groups, comparing body parts of different animals could be introduced this way.

Related Activities -

1. Cutting, coloring, pasting body parts in paper.
2. Life size outline of children in class on brown paper. Have child cut out figures and color.
3. Take picture and make puzzle of individual children.
4. Take picture of body parts of animals and make puzzles.
5. Repeat and/or recite "This is an arm", "This is a foot", etc., with children just beginning class work in body parts.

SESAME STREET Mini SHOW #17

Length - 11:43 Number of Segments - 5

General Description - The five segments in this film deal with a nature walk through the woods, the function of a scrapyard baler, the function of arms and hands related to machines, perspectives using rocks as the topic, and a development of the concept 5.

Captions - a spider, a leaf, a fish, a frog, a turtle

SEGMENT 1

17

Description - Two children discover many animals and plants that they have never seen before. This is an exceptionally beautiful film. Captions are a spider, a leaf, a fish, a pig, a turtle. Close ups of each of these are provided.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child should realize that the earth is made of land and water, and that the earth's surface differs in various places.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.

The child can distinguish the environment and natural life of the city from those of the country.

The child can classify a group ob objects as plants although they differ in size, shape and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

The child can classify a group of objects as animals although they differ in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Given pictures of various kinds of young, the child can tell what they will be when they grow up.

The child can identify such seeds as corn, acorn, bean and knows that after one of these has been planted a new plant will grow.

The child can identify birth, growth, aging, and death as stages in the life process of individual plants and animals.

The child can describe the weather and activities which are associated with summer and winter.

Uses -
This film has application to science, social studies and language arts from preschool up through middle school.

Necessary Pre-teaching -
See related activities. Teach necessary vocabulary for reading level but film could be used in some contexts with no pre-teaching. Teacher should preview for her own class.

Related Activities -
1. Walk in the woods, park, zoo, camp.
2. Read a book and film strips.
3. Could be shown for enjoyment to young children.
4. Make overlays for overhead projectors.
5. Art projects.
6. With older children, discussions remembering sequence, different animals and plants, etc.
7. This could be used for a long term projects in art, science, music, rhythm, language, etc.

SEGMENT 2

Description - Oversized magnet picks up metal and machines presses scraps into small metal blocks. A man is photographed near the machinery so that size is made relative.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -
The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.

The child can identify such common tools as a hammer and saw, and can tell how each is used.

The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.

The child is generally familiar with the form and functions of:

1. Machines and tools.
2. Buildings and other structures.

Uses -

This is useful as part of a social studies or science unit from preschool through middle grades. Boys would be particularly interested. This segment was included as an introduction to perspectives which is expanded in segment 4.

Necessary Pre-teaching -

None necessary, although the teacher may wish to preview for her specific purposes.

Related Activities and Materials -

1. Take a field trip to a construction site, freight terminal or wherever large machinery is used.
2. Identify application of simple machines in large machines. Ex. lever in crane arm, wheel in conveyer belt, etc.

SEGMENT 3

Description - There is a rhymical recitation of body parts as a cartoon child jumps rope. This precedes an excellent film presentation of arm and hand movement correlated to that of machine movement. (puncher, lever, drilling, digging). This is an outstanding film.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Body Percepts - The child can identify and label such parts of the body as the elbow, knee, lips and tongue.

Positional Relationships - under, over, on top of, below, above, beneath, etc.

Persistence - The child persists in his efforts to solve problems and understands events despite early failures.

Reactions to lack of knowledge - The child exhibits no undue frustration or embarrassment when he must admit to a reasonable lack of knowledge or when he must ask questions.

Impulse Control - The child understands that reflection and planning may pay off where premature problem attack will not.

Uses -

This may be used for motivation in vocabulary and langauge activities or teaching and reinforcement and review at preschool and primary levels. It may also be used to develop acceptable social behaviors when presented with a problem situation.

Review body parts and their functions.

Jumprope Aches (in rhythm)
Oh, my finger
Oh, my toe
Oh, my thumb
Oh, my nose
Oh, my elbow
Oh, my knee
Oh, my face
Oh, poor me
(Otherwise I feel fine)

Related Activities -
1. Sand play
2. Water play
3. Salt
4. Clay
5. Jump rope
6. Field trip to a construction site
7. Acting out
8. Spontaneous drawing

SEGMENT 4

Description - Filmstrip on rocks and rock formations stressing variations in size depending on positions and the distance between camera and children. Included is a microscopic examination of a small rock.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Size relationships - big, bigger, biggest; short, tall; skinny, little, etc.

Distance Relationships - Near, far away, clost to, next to, etc.

Ordering on the basis of causality. Given two or more events which are causally related, the child can place them in their appropriate causal order.

The child should realize that the earth is made of land and water and that the earth's surface differs in various places.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.

Uses -
This could be used either as an introduction to rocks or as an introduction to perspective. It is useful from preschool through middle grades.

Related Activities and Materials -

1. Take pictures of things from up close and far away. Polaroid camera would be especially appropriate.
2. Take movie pictures of things with a zoom lens.
3. Measure the apparent size of something as seen from a distance. Approach the object and measure the real size.
4. Use a magnifying glass, binoculars, telescope, camera, yardstick, etc.

SEGMENT 5

Description - Two animations developing the concept of 5 are presented.

General Objective -
The child can recognize such basic symbols as letters, numbers and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
Given a spoken numeral between 1 and 10 the child can select the appropriate numeral from a set of printed numerals.

Given a printed numeral between 1 and 10 the child can provide the verbal label.

Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.

Given a set of objects the child can define a subset containing up to 10.

The child can count to 10.

Uses -
Useful at preschool and primary levels as a reinforcement of self-instructional unit.

Related Activities -
Opportunity to establish many sets of 5.

SESAME STREET MINI SHOW #18

Length - 15:01 Number of Segments - 5

Captions - Animals, clothing, a house, a chair, a tree, a car, a bus, a traffic light, a lamp, Honey Bear.

General Description - The 5 segments in this show include identification of common objects from a bird's eye view, a Buddy and Jim situation involving buttoning a coat, a view of a honey bear eating, an alphabet plus development of letter "B" segment, and a classification exercise.

SEGMENT 1

Description - Visual perceptual activity in which child is asked to look at aerial or top view of an object and tell what the object is. Identification of object is made and captioned; a house, a tree, a car, a bus, a traffic light, a lamp and a chair.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

To match or to relate a particular view of an object with the entire object.

Uses -

This segment is useful as an introduction to perspectives or as a lesson for primary and intermediate groups.

Necessary Pre-teaching -

Experience with part-whole relationships. Practice in looking at objects from the top, from the side, etc. May be needed by some children.

Related Activities and Materials -

1. Construct whole objects from their parts.
2. Take pictures of a child and objects from different angles, from the side, from the top, lying down, etc., and decide who or what it is.
3. Use DLM puzzles
4. Identify pictures of objects from the child's environment taken from different angles.

SEGMENT 2

Description - Buddy doesn't know how to button his coat and Jim's instructions do not provide him with the correct solution. The viewer has time to respond.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete or efficient.

The child persists in his efforts to solve problems and understand events despite early failures.

Uses -

This may be used at preschool level as motivation to develop child's desire to button things or as a teaching device on how to button.

Related Activities -

See Appendix A

SEGMENT 3

Description - Bob and a child play with a live honey bear and feed it a banana.

Caption - Honey Bear

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena, and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can classify a group of objects as animals although they vary in size, shape and appearance.

The child can tell that animals are living things and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Uses -
Useful for preschool, readiness and reading groups as part of a unit on animals or for general interest.

Necessary Pre-teaching -
Introduce the animal, kinkajou, as honey bear.

Related Activities -
Explain to an older group that the animal lives farther away and locate country on a globe.

SEGMENT 4

Description - See Mini Show #3

General Objective -
See Mini Show #3

Specific Objectives -
See Mini Show #3

Uses -
This may be used as an introduction to the form of letter B and as an exercise in speech and speech reading of the alphabet.

Related Activities -
Duplicate the sequence by having the children change the letter B into R, P, F and 1.

SEGMENT 5

Description - This is a classification exercise concluding with 2 different classes, each captioned: clothing and animals.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Given at least two objects that define the basis of grouping, the child can select an additional object that "goes with them" on the basis of:
-Size: Height, length
-Form: Circular, square, triangular
-Function: to ride in, to eat, etc.
-Class: Animals, vehicles, etc.

The child can verbalize the basis for grouping and sorting.

Child can tell the difference between living and non-living things.

Uses -
Good as reinforcement or review.

Necessary Pre-teaching -
A basic concept that there are many kinds of animals.

Related Activities -
1. Provide opportunity to define other classes. Refer to other matching sequences as provided in Appendix 8.
2. Discuss differences between living and non-living things.
3. Hold discussions about different animals - zoo, farm, pets.

Mini Show #18a

This Mini Show is the same as #18 but the following modifications are included:

Captions - Fingerspelling duplicates captions except traffic light and Honey Bear.

SEGMENT 1

Description - All words except traffic light are fingerspelled.

Necessary Pre-teaching -
Introduce or reinforce fingerspelled vocabulary.

SEGMENT 4

Description - Letters are fingerspelled as changes occur.

Uses -
...or as an introduction to fingerspelled form of letter.

18a

SEGMENT 5

Description - Captioned and fingerspelled, clothing, etc.

Uses -
For either concept or fingerspelling

NOTE: Not all of the participating schools have this Mini Show included in their package. However, a copy is available at the Research and Development Complex at the State University College at Buffalo.

SESAME STREET MINI SHOW #19

Length - 13:10 Number of Segments - 5

General Description - The first segment is a Buddy and Jim problem solving activity concerned with hanging a picture. This is followed by a film about birds, a classification exercise between 2 and N, Susan and children playing with puppies, and a film about a mischievous kitten.

Captions - Great horned owl.

SEGMENT 1

Description - Comedy problem solving situation determining how to hand a picture on the wall.

General Objective -
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -
Given a situation the child can infer probable consequent events.

The child can suggest multiple solutions to simple problems.

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or effici at.

The child recognizes that in certain situations it is beneficial for two or more individuals to work together toward a common goal.

Related Activities -
1. Similar problem solving situations: attempt to hammer a nail backwards into a piece of wood.
2. Experiment with putting straight pins into balloons.
3. Use a hammer and workbench.
4. See Appendix A.

19

SEGMENT 2

Description - A studio shot of a great horned owl (captioned) precedes a film of many different zoo birds.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Uses -

Useful as part of a social studies or science unit from preschool through immediate grades.

Necessary Pre-teaching -

Introduce by talking about different kinds of birds (owl, flamingo, pigeon, chicken, ostridge, parrots, etc.) Discuss body parts - wings, beak, feet.

Related Activities -

1. What do birds eat? Discussion.
2. Trips to pet stores and zoo.
3. Teach letter B.
4. Review body parts of birds.

SECMENT 3

Description - A discrimination exercise is given between number 2 and letter "w". A cartoon "W-Worm" follows.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification, and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

-Size: Height, length.
-Form: Circular, square, triangular
-Function: To ride in, to eat, etc.
-Class: Vehicles, animals

The child can verbalize the basis for grouping and sorting.

Given a printed letter, the child can select the identical letter from a set of printed letters.

Given a printed letter the child can provide the verbal label.

Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

Given a spoken letter the child can select a set of pictures or objects beginning with that letter.

Uses -
Useful at readiness levels as a matching exercise or as a classification exercise with letters and numbers.

Necessary Pre-teaching -
Vocabulary: Worm, water, walrus.

Related Activities -
1. Differentiate between visual letters and numbers, (p_b).
2. Sort and match numbers and letters, tactile in clay and/or sand.
3. Teach speech reading and sound formation of "w".
4. Use related words, similarity or difference of words.
5. Use letters, numbers, chart, clay, sand, tactile materials, booklets of numbers and letters, counting and alphabet songs.

SEGMENT 4

Description - Susan and children pet and feed a puppy.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -
The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

To enjoy and to handle animals with care.

Uses -
Fun for preschoolers and primary children. Useful for discussion of care of pets.

Related Activities -
1. Caring for, petting, feeding animals in classroom.
2. Drawing pictures of animals from memory, from real animals, from pictures.
3. Trip to zoo, ASPCA
4. Use toy animals, classroom animals, real-life large photographs of animals, drawings of animals.

SEGMENT 5

Description - The camera follows a playful kitten through a series of household mishaps.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdepencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Uses -

This may be used for the gentle care of animals.

Related Activities -

1. Expose children to cats, guinea pigs.
2. Dramatize kittne movements.
3. Use picture boards of "pets at home".
4. Construct paper plate cats.
5. Teach sound of cat.
6. Make booklet of animals - which are pets, which are not.
7. Use story books and films about cats, and ocher pets.

SESAME STREET MINI SHOW #20

Length - 12:53 Number of Segments - 3

General Description - The 5 segments in this show include a film on monkeys at play, a Buddy and Jim problem solving activity on buttoning a coat, a classification exercise, a film on a new born reindeer, and a nature film of a walk through the woods.

Captions - a spider, a leaf, a fish, a frog, a turtle.

SEGMENT 1

Description - Susan draws a face on the window pane. This is followed by a funny face monkeys film.

General Objective -

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.

The child can identify and label such parts of the body as the elbow, knee, lips and tongue.

Uses -

Can be used as identification of facial features or as part of a unit on animals.

Necessary Pre-teaching -

Introduction to facial features.

Related Activities -

1. Have children imitate the monkeys.
2. Look in mirrors and make funny face.
3. Other jigsaw puzzles.

SEGMENT 2

Description - Buddy doesn't know how to button his coat and Jim's instructions do not provide him with the correct solution. The viewer has time to respond.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete or efficient.

The child persists his efforts to solve problems and understands events despite early failures.

Uses -

This may be used at preschool level as motivation to develop child's desire to button things or as a teaching device on how to button.

Related Activities -

SEE APPENDIX A

SEGMENT 3

Description - This provides classification of objects by function: 3 objects to eat and 1 mitten. Correct response is shown.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

-Size: Height, length
-Form: Circular, square, triangular
-Function: To ride in, to eat, etc.
-Class: Vehicles, animals.

To group by same and different.

Uses -

Useful with primary groups as a teaching device or for reinforcement and review.

Necessary Pre-teaching -
Some experience with classification of food and clothing.

Related Activities -
1. Provide opportunities to classify objects by function.
2. Develop booklets based on topics such as "to ride on", "to eat", etc.

SEGMENT 4

Description - Susan talks with young child about a picture of a baby reindeer. A film of the early life of a baby reindeer with the mother is shown.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives -
Reproduction, Growth and Development - Given pictures of various kinds of young, the child can tell what they will be when they are grown up.

Uses -
Useful at preschool, primary and intermediate levels in order to teach about animal life or teach concept of mother and baby.

Related Activities -
1. Note size of baby in relation to mother.
2. Discuss developmental level of baby (walking, motor skills).
3. Use story books, films on baby animals.
4. Take field trips.

SEGMENT 5

Description - Two children discover many animals and plants that they have never seen before. This is an exceptionally beautiful film. Captions are given: a spider, a leaf, a fish, a pig, a turtle. Close ups of each of these are provided.

General Objective -
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

Specific Objectives

The child would realize that the earth is made of land, water, and that the earth's surface differs in various places.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.

The child can distinguish the environment and natural life of the city from those of the country.

The child can classify a group of objects as plants although they differ in size, shape and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

The child can calssify a group of objects as animals although they vary in size, shape and appearance.

The child can tell that animals are living things,and that they need food and water to grow and live.

The child can associate certain animals with their homes.

Given pictures of various kinds of young, the child can tell what they will be when they grow up.

The child can identify such seeds as corn, acor , bean and knows that after one of these has been planted a new plant will grow.

The child can identify birth, growth, aging, and death as stages in the life process of individual plants and animals.

Uses -

This film has application to science, social studies and language arts from preschool up through middle school.

Necessary Pre-teaching -

See related activities. Teach necessary vocabulary for reading level but film could be used in some contexts with no pre-teaching. Teacher should preview for her own class.

Related Activities -

1. Walk in the woods, park, zoo, camp.
2. Read a book and film strips.
3. Could be shown for enjoyment to young children.
4. Make overlays for overhead projectors.
5. Art projects.
6. With older children, discusssions remembering sequence, different animals and plants, etc.
7. This could be used for a long term projects in art, science, music, rhythm, language, etc.

Related Activities for Problem Solving

I. Spatial Relationship Problems

a. How to fit given number of objects into a box.
b. Transporting different objects, e.g. punching clown, through obstacle course.
c. Given number of possibilities e.g. wagon, push cart, chair, etc. - select best means for carrying blocks across the room.
d. Putting pictures into appropriate size picture frames.
e. Pack a suitcase.
f. Filling given space with number of objects, e.g. How many children can stand in the circle on the floor? How many crayons will fit in this box?
g. How to carry number of objects across room comfortably, e.g. one at a time, in your arms in container of appropriate size.

II. Problems of Sequence (dramatization)

a. Make a peanutbutter and jelly sandwich.
b. Make bed.
c. Getting dressed.
d. Make pudding etc. (In correct and in incorrect order).
e. Tell familiar story in incorrect order.
f. Washing hands - What comes first, towel or soap?
g. Counting out of order - e.g. 1, 2, 4, 3.

III. Problems of Measurement

a. Distribute juice disproportionately - see if children can correct, e.g., pour all juice into 3 cups and leave a 4th cup empty. 4th child does not get any juice. How do we correct this. (best to use transparent cups).
b. Divide a whole into given number of equal parts.
c. How can you empty a large container of juice when there are only a limited number of small containers.
d. Weight - How can you transport heavy box across the room? e.g., Divide contents? etc.

IV. Problems Based on Appropriate Use of Tools

a. Which is better to comb hair - toothbrush or comb.
b. How to wash blackboard - paint brush or sponge.
c. Select best means of getting object out of narrowly rimmed jar - e.g. tweezer, prongs, thongs, clothespins.
d. Put large circle on floor, place object in center. Select best means of removing object without stepping inside circle - e.g. yardstick.
e. How to remove object from bowl of water without getting hands wet - use long spoon, etc.
f. Most efficient way to get lost object (button) out of pile of sand or course salt - e.g. use strainer.

APPENDIX B

Below are listed the objectives from Children's Television Workshop that the teachers in the workshop might attain through the use of the Sesame segments.

For each objective, appropriate Mini Shows are listed in a grid which indicates the format of that Mini Show segment (i.e., live, animation, etc.)

B

The live scenes are usually those on the street in the Sesame studio. The tendency is for the actors to be speaking or acting for the benefit of the t.v. viewers.

The film clips, although they may include people, tend to be focused on the environment.

The animation, puppet and captioned labels are self explanatory

Note that a single segment might involve several formats.

In the grid, the first number in the parenthesis refers to the Mini Show and the second refers to the segment within that Mini Show. Example, (5,3) refers to the third segment in the fifth Mini Show.

JECTIVE	LIVE	FILM	ANIMATION	PUPPET	CAPTION
SYMBOLIC REPRESENTATION The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.	1,1-2,5-3,1 4,1-4a,1-5,1 5,4-6,4-8,1 12,4-12,5 13,1-15,1- 15,2	6,4-12,1	1,1-2,1-4,3 4a,3-5,1-6,1 7,1-8,1-9,4 10,1-11,1 12,4-13,1 15,1-15,2 15,4	1,1-2,1-5,1 7,1	1,1-3,1-4,1 4a,1-9,4-13,1 15,2-15,4-17,5
A. LETTERS (Note: For most of the following goals, the training will focus only upon a limited number of letters. The entire alphabet will be involved only in connection with recitation).					
1. Given a set of symbols, either all letters or all numbers, the child knows whether those symbols are used in reading or in counting.	1,1		1,1-9,4	1,1	1,1-9,4
2. Given a printed letter the child can select the identical letter from a set of printed letters.	1,1-12,4		1,1-9,4 12,4-19,3	1,1	1,1-9,4 19,3
3. Given a printed letter the child can select its other case version from a set of printed letters.	12,4		9,4-12,4		9,4
4. Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.	1,1-3,1-5,4 7,2	7,2	1,1-9,4	1,1	1,1-3,1-9,4
5. Given a printed letter the child can provide the verbal label.	1,1-3,1-5,4 14,1-15,1		1,1-9,4-14,1 15,1-19,3	1,1	1,1-3,1-9,4 19,3
6. Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.	1,1-3,1-5,4 19,3-11,2		1,1-4,3-9,4 11,2-4a,3	1,1	1,1-3,1-9,4

OBJECTIVE	LIVE	FILM	ANIMATION	PUPPET	CAPTION
7. Given a spoken letter the child can select a set of pictures or objects beginning with that letter.	1,1-3,1-5,1		1,1-19,3	1,1	1,1-3,1
8. The child can recite the alphabet.	3,1-7,3 18,4-18a,4				3,1-18,4 18a,4
B. NUMBERS					
1. Given a printed numeral the child can select the identical printed numeral from a set.	5,1-8,1		5,1-8,1	5,1	
2. Given a spoken numeral between 1 and 10 the child can select the appropriate numeral from a set of printed numerals.	5,1-8,1		5,1-8,1 11,1-17,5	5,1	17,5
3. Given a printed numeral between 1 and 10 the child can provide the verbal label.	5,1-8,1		5,1-8,1 11,1-17,5	5,1	17,5
4. Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.	5,1-8,1		5,1-8,1 11,1-17,5	5,1	17,5
5. Given a set of objects the child can define a subset containing up to 10.	5,1-8,1		5,1-8,1 11,1-17,5	5,1	17,5
6. The child can count to 20.	2,5-8,1-5,1		5,1-8,1-11,1 15,4-17,5	5,1	15,4
7. Given a starting point under ten, the child can count from that number to any given number up to ten.			2,1	2,1	

JECTIVE	LIVE	FILM	ANIMATION	PUPPET	CAPTION
8. The child can recognize that the last number reached in counting is the total number in the set.	5,1-8,1		5,1-6,1 8,1	5,1	
9. To use the phrase "One less than" appropriately to discriminate rhyming words.	15,2		15,2		15,2
10. To identify sets of two.		12,1			
11. Conservation of Number. The child can match sets of equal number regardless of configuration.	8,1		8,1		
12. Numeral/Number Correspondence. The child can assign the correct numeral to sets of differing numbers.	8,1		8,1		
13. The child can perform the appropriate operations needed to balance an equation.	8,1		6,1-8,1		
C. EOMETRIC FIGURES					
1. Given a drawing or a cut-out of a circle, square or triangle the child can select a matching drawing, cut-out, or object from a set.	12,5				
2. Given the verbal label, "circle", "square" or "triangle", the child can select the appropriate drawing, cut-out or object from a set.	6,4	6,4	10,1		

OBJECTIVE	LIVE	FILM	ANIMATION	PUPPET	CARTOON
III. COGNITIVE PROCESSES					
The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.	1,2-1,3-2,2 3,2-4,2-4a,2 5,2-6,3-8,3 8,4-9,1-9,2 11,2-11,3 12,2-13,2 14,1-14,4 14,5-16,1 16,2-16,5 19,1-19,3-20,3	8,4-9,2-10,2 14,2-16,2 16,4-17,4 18,1-18a,1	3,3-11,2-14,1		3,2-4,2-4a,2 5,2-14,4-18,1 18a,1
A. PERCEPTUAL DISCRIMINATION					
1. Body Percepts. The child can identify and label such parts of the body as the elbow, knee, lips and tongue.	5,5-16,5 20,1	5,5-16,4 20,1	3,3		
2. Visual Discrimination					
a. The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size or position.	4,1-6,3		6,1		4,1
b. Given a form the child can find its counterpart embedded in a picture or drawing.	14,1-14,5		14,1		
c. To name forms and to identify characteristics of forms.	14,4				14,4
d. Labelling. Given a drawing, cut-out or object in the shape of a circle, square triangle, or rectangle, the child can provide a verbal label for that shape.	4,1-4a,1		6,1		4,1-4a,1

SECTION	LIVE	FILM	ANIMATION	PUPPET	CARTOON
e. Recoguition. Given the verbal label "circle", "square", "triangle" or "rectangle", the child can select the appropriate drawing, cut-out or object from a set.			6,1		
f. The child can structure parts into a meaningful whole	4,2-4a,2 8,4-9,2-14,5 16,1-16,2	8,4-9,2 16,2-18,1 18a,1	6,1		4,2-4a,2 18,1-18a,1
g. To match or to relate a particular view of an object with the entire object.		18,1-18a,1			18,1-18a,1
3. Auditory Discrimination					
a. Sound Identification. The child can associate given sounds with familiar objects or animals.	16,1	10,2-14,2			
b. Copying Rhythms. The child can copy a rhythmic pattern.	16,1				
B. RELATIONAL CONCEPTS					
1. Size Relationships. Big, bigger, biggest short, tall; skinny, little, etc.		2,4-17,4			
2. Positional Relationships. Under, over, on top of, below, above, beneath, etc.	8,3-11,3		3,3		
3. Distance Relationships. Near, far away, close to, next to, etc.		17,4			

JECT		LIVE	FILM	ANIMATION	PUPPET	CAPTION
	4. To differentiate between real and imaginary.	4,4-4a,4			4,4-4a,4	
	5. To place an object on the "inside" on printed or verbal command	11,3				
C.	CLASSIFICATION					
	1. Given at least two objects that define the basis of grouping, the child can select an additional object that "goes with them" on the basis of: -Size: Height, length -Form: Circular, square, triangular -Function: To ride in, to eat, etc. -Class: Animals, vehicles, etc.	1,2-13,2 16,3	18,5-18a,5			16,3-18,5 18a,5
	2. Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of: -Size: Height, length -Form: Circular, square, triangular -Function: To ride, in, to eat, etc. -Class: Vehicles, animals, etc.	5,2-11,2 14,4-15,2 20,3		11,2-15,2 19,3		5,2-14,4 15,2-19,3
	3. Given 2 or more pairs of objects, the child can group the pairs approximately.	1,2				
	4. Given objects and containers of different sizes, the child can make appropriate correspondence.	1,2				
	5. The child can verbalize the basis for grouping and sorting.	5,2-13,2	18,5-18a,5	19,3		5,2-18,5 18a,5-19,3
	6. To group by same and different.	20,3				

OBJECTIVE	LIVE	FILM	ANIMATION	PUPPET	CAPTION
Same/different. This concept underlies all of the following relational concept categories.					
D. ORDERING					
1. Given the largest and smallest of five objects which are graduated in size, the child can insert the three intermediate objects in their proper order.	3,2-9,1				3,2
E. REASONING AND PROBLEM SOLVING					
1. Inferences and Causality					
a. Given a situation the child can infer probable antecedent events.	12,2	11,4			11,4
b. Given a situation the child can infer probable consequent events.	1,3-2,2-3,2 11,3-12,2 13,2-19,1	11,4			3,2
c. To order a series of pictures so that they tell a logical story.	3,2				3,2
d. To teach sequence.	13,1		13,1		13,1
e. Ordering on the basis of causality. Given two or more events which are causally related, the child can place them in their appropriate causal order.	12,2	17,4			
2. Generating and Evaluating Explanations and Solutions.	-				
a. The child can suggest multiple solutions to simple problems.	6,3-8,1 12,2-19,1		8,1		

OBJECT	LIVE	FILM	ANIMATION	PUPPET	CAPTION
b. Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.	1,3-2,2-11,3 12,2-13,2 16,3-18,2 18a,2-19,1				16,3
3. Attitudes toward Inquiry and Problem Solving					
a. Persistence. The child persists in his efforts to solve problems and understand events despite early failures.	6,3-11,3 12,2-18,2 18a,2				
b. Reactions to lack of knowledge. The child exhibits no undue frustration or embarrassment when he must admit to a reasonable lack of knowledge or when he must ask questions.	12,2				
c. Impulse Control. The child understands that reflection and planning may pay off where premature problem attack will not.	12,2				
d. To formulate hypotheses on the basis of partial information	4,2-4a,2				4,2-4a,2
e. Generating Explanations and Solutions. Given a familiar problem, the child can provide adequate explanations and solutions to that problem.		11,4			11,4
f. Evaluating Explanations and Solutions. Given several possible explanations or solutions to a problem the child can evaluate these solutions in reality (trial and error) or in his mind (pretesting). When presented with alternative solutions he can select the best one.		11,4			11,4

OBJECTIVE	LIVE	FILM	ANIMATION	PUPPET	CATALOG
III. PHYSICAL ENVIRONMENT					
The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world	1,4-2,5-4,4 4a,4-5,3 5,5-8,2-8,5 9,3-15,3 16,2-18,3 18a,3-19,4 20,1-20,4	1,4-2,5-5,3 5,5-8,2-8,5 9,3-10,3 12,3-13,3 15,3-16,2 17,2-19,2 20,1-20,4		4,4-4a,4	18,3-18a,3 19,2
1. The Natural Environment					
a. Land, Sky, and Water.					
The child should realize that the earth is made of land and water, and that the earth's surface differs in various places.	4,4-4a,4	17,1-17,4		4,4-4a,4	17,1
The child can identify and give salient facts about objects seen in the sky.	4,4-4a,4	17,1-17,4		4,4-4a,4	17,1
b. City and Country					
The child can distinguish the environment and natural life of the city from those of the country.	15,3-16,2	15,3-16,2 17,1			17,1
c. Plants and Animals.					
The child can classify a group of objects as plants although they differ in size, shape and appearance.	2,3-5,3 16,2	2,3-5,3 16,2-17,1			17,1
The child can tell the difference between living and non-living things.		18,5-18a,5			18,5-18a,5
The child can tell that plants are living things, and that they require sun and water to grow and live.	2,3-5,3 16,2	2,3-5,3 16,2-17,1			17,1

OBJECT	LIVE	FILM	ANIMATION	PUPPET	CAPTION
The child can name some plants that are grown and eaten by man.	2,3-5,3 16,2	2,3-5,3 16,2-17,1			17,1
The child can classify a group of objects as animals although they vary in size, shape, and appearance.	2,3-5,5 18,3-18a,3 19,4-20,1	2,3-2,4-5,5 10,4-12,3 16,4-17,1 19,2-20,1			10,4-17,1 18,3-18a,3 19,2
The child can tell that animals are living things and that they need food and water to grow and live.	2,3-5,5 18,3-18a,3 19,4-20,1	2,3-2,4-5,5 10,4-12,3 16,4-17,1 19,2-20,1			10,4-17,1 18,3-18a,3 19,2
The child can associate certain animals with their homes.	2,3-5,5 18,3-18a,3 19,4-20,1	2,3-2,4-5,5 10,4-12,3 16,4-17,1 19,2-20,1			10,4-17,1 18,3-18a,3 19,2
To enjoy and to handle animals with care.	19,4				
d. Natural Processes and Cycles					
Given pictures of various kinds of young, the child can tell what they will be when they grow up.	13,1-20,4	17,1-20,4	13,1		13,1-17,1
The child can identify such seeds as corn, acorn, bean and knows that after one of these has been planted a new plant will grow.		17,1			17,1
The child can identify birth, growth, aging, and death as stages in the life process of individual plants and animals.		17,1			17,1
The child can identify and label such parts of the body as the elbow, knee, lips and tongue.	16,5				

OBJECTIVE	LIVE	FILM	ANIMATION	PUPPET	CARTOON
e. Weather and Seasons					
The child can describe the weather and activities which are associated with summer and winter.	13,3	17,1	13,3		13,3-17,1
2. The Man-Made Environment					
a. Machines.					
The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.	8,2-8,5 9,3	8,2-8,5 9,3-17,2			
The child can identify such common tools as a hammer and saw, and can tell how each is used.	8,2-8,5 9,3	8,2-8,5 9,3-17,2			
The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.	8,2-8,5 9,3	8,2-8,5 9,3-17,2			
b. Buildings and other Structures.					
The child can identify some of the different types of buildings which serve as family homes, schools and stores.	6,4	6,4			
The child can identify some of the materials used in building, such as bricks, wood and concrete.	6,4	6,4			
The child can identify as man-made such structures as bridges, dams, streets and roads.	6,4	6,4			
The child can identify wheels in man-made objects.	1,4	1,4			

OBJECTIVES	LIVE	FILM	ANIMATION	PUPPET	CARTOON
IV. THE SOCIAL ENVIRONMENT					
The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of institutions which he may encounter. He comes to see situations from more than one point of view, begins to see the necessity for certain social rules, particularly those insuring justice and fiar play.		2,4-10,4 11,4			10,4-11,4
A. Social Units					
1. Roles.					
Given the name of certain roles from the family, neighborhood, city or town, the child can enumerate appropriate responsibilities.	4,2-4a,2	2,4-10,4 11,4			4,2-4a,2 10,4-11,4
B. Social Interactions					
1. Cooperation.					
The child recognizes that in certain situations it is beneficial for two or more individuals to work together toward a common goal.	11,3-19,1				
To develop a sense of humor in humorous situations. Humor in terms of: inconsistent responses, incorrect responses, irony.	12,2				
To enjoy.	12,3				
To enjoy music.	16,1				

APPENDIX C

The demonstration class tape included in the package was recorded during a summer school session in 1971 at St. Mary's School for the Deaf in Buffalo. The teacher, Judy Spring, used four of her students whose chronological age ranged from 6 to 10 years. The students were in a special class for children with learning and behavioral problems; their academic level ranged from preschool to primary (grade 1).

Judy used two segments of Sesame Street, a Lion Family film, and a problem solving skit in which Buddy and Jim have difficulty with saving money in a piggy bank, to introduce her class to some new concepts and new vocabulary. (The demonstration class tape is thirteen and a half minutes long. This is a result of editing almost two hours of Judy's class time that was taped. Therefore, although there is definite continuity within the tape, there was more to the class(es) than meets the eye).

Following is a copy of Judy's lesson plan for this class and for several that followed.

OBJECTIVES:

At the end of these classes the child will be able to

1. Recognize the labels - lion, mother, father, baby, bank.
2. Associate the label with the appropriate picture;
3. Demonstrate that the four words lion, mother, father and baby, are a part of his vocabulary by properly using them in context;
4. Demonstrate his knowledge of the concepts of big and little by identifying the appropriate object;
5. Demonstrate his knowledge of the concept of saving;
6. Write the numerals 1, 2 and 3;
7. Recognize 1, 2 and 3 as quantitative values, and;
8. Associate proper color with each animal by coloring pictures of the animals.

LESSON:

A. Necessary Pre-teaching -
   1. Words - lion, mother, father, baby, bank.
   2. Introduce quantitative values of 1, 2 and 3.
   3. Visit zoo to point out baby animals, mother, and father.
   4. Introduce concept of saving money.

B. Class -
   1. View tape of the Lion Family and of Buddy and Jim with the Piggy Bank.
   2. Point out differences in the mother, father and baby lion. Using library books and sketches, show various pictures of lions.
   3. Relate concept of big and little to lions.
      a. Introduce cards - big and little.
      b. Show various pictures of big and little objects.
   4. Using real objects taped together, count them and classify them under the correct number (emphasize number 3).
      Examples: groups of 2 pencils, 3 lollipops, 3 blocks, 1 whistle, 3 pennies, etc.

C. Follow-up lessons -
   1. Color pictures of lions.
   2. Write numbers 1, 2 and 3.
   3. Construct banks from small boxes (Use paint, crayons, or contact paper to decorate them).

4. Develop some money values with pennies.
5. Review:
   a. The child can associate the labels - mother, father, baby lion with the appropriate animals.
   b. Given groups of two objects, the child can select the appropriate term - big, or little - to describe the size relationship.

D. Evaluation -

Evaluation is implicit in the attainment of the behaviors stated in the objectives.

MATERIALS:

1. Cards and pictures of: baby lion, father lion, mother lion, big, little, 1, 2, and 3.
2. Objects such as pennies, pencils, lollipops, blocks, crayons, etc. (Common objects in the classroom may be used).
3. Piggy bank.
4. Coloring pictures of lions.
5. Materials for constructing banks.
6. Books -
   a. My First Counting Book, L. Moore, Golden Press.
   b. My Counting Book, Diane Sherman, Rand McNally.
   c. The Happy Lion, Louise Fatio, McGraw-Hill.
   d. Big Lion, Little Lion, Miriam Schlein, Whitman & Co.
   e. Big and Little, Joe Kaufman, Golden Press.
   f. The Farm Book, Jan Pfloog, Golden Press.
   g. The Little Farm, Lois Lenski, Oxford University Press.
   h. Farmyard Friends, William Gottlieb, Golden Press.

While viewing the tape, note the continuity of Judy's lesson. Using the Sesame tape to introduce the lesson and to focus attention, Judy follows with materials and activities which are natural, logical and desired tangents from the program.

It is interesting to be alert to at least two other features in the demonstration tape.

1. Notice how Judy is aware of each of the individuals in the class and allows them to mention unique experiences related to the class.
2. Near the end of the Buddy and Jim segment, note the look and posture of satisfaction on the students when they solve the problem before Buddy does.

This class gives an example how the Sesame Street segments might be used to introduce material and for motivation. Because of their brevity and of their interesting format, one can easily recognize their value in using for drill and reinforcement, as well as a culminating technique to summarize a lesson.